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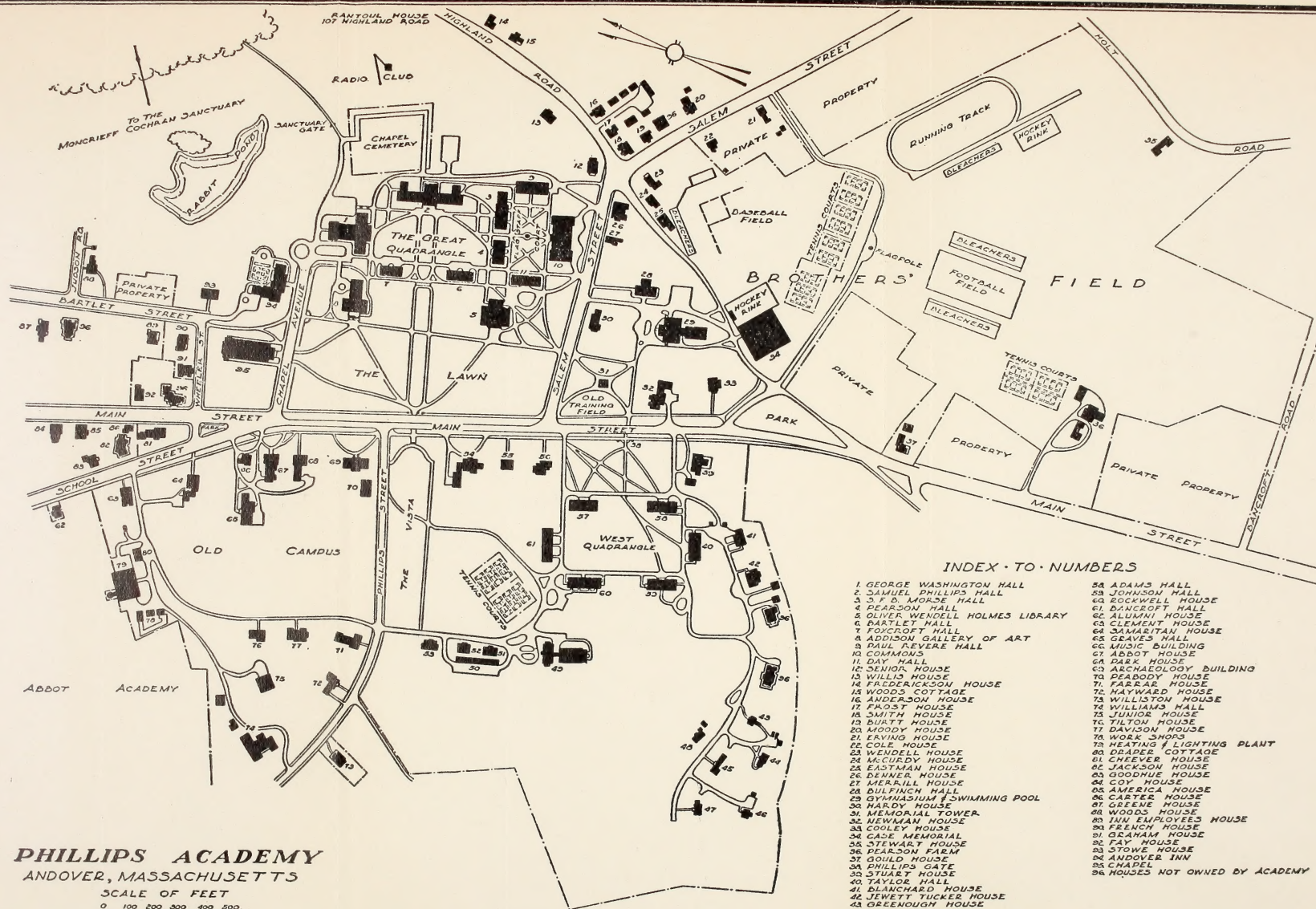
THE
PHILLIPS BULLETIN

Autumn 1950



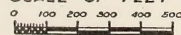
CATALOGUE ISSUE
for 1951

Published by Phillips Academy, Andover, Massachusetts



PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS

SCALE OF FEET



REVISED OCTOBER 1950
CLINTON F. GOODWIN, ARCH. & ENG.
HAVERHILL, MASS.

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THE PHILLIPS BULLETIN

CATALOGUE ISSUE

VOLUME 45 — NUMBER 1

Autumn 1950



One Hundred Seventy-third Year

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

Issued quarterly. Entered as Second-class matter December 28, 1913, at the Post Office at Andover, Mass., under the act of Congress of August 24, 1913. Accepted for mailing at Special Rate of Postage provided for in Section 1103, Act of October 3, 1917, authorized July 8, 1918. Printed in U.S.A.

1951

JANUARY

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JANUARY

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CALENDAR

1951

Second term begins.....8.15 P.M., Monday, Jan. 8

Second term ends.....Friday, March 16

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Wednesday, April 4

School entrance examinations in Andover

and New York City.....Friday and Saturday, May 11 and 12

Recitations close.....Thursday, June 7

Commencement.....Sunday, June 10

Third term ends.....Sunday, June 10

SUMMER VACATION—14 Weeks

Summer session begins.....Tuesday, June 26

Summer session ends.....Wednesday, August 22

Rooms ready for occupancy.....10 A.M., Monday, Sept. 17

Information about registering for the fall term will be sent to
all students during the summer.

First term ends.....Tuesday, Dec. 18

CHRISTMAS RECESS—20 days

1952

Second term begins.....8.15 P.M., Monday, Jan. 7

Second term ends.....Friday, March 14

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Wednesday, April 2

Recitations close.....Thursday, June 5

Commencement.....Sunday, June 8

Third term ends.....Sunday, June 8

PHILLIPS ACADEMY

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.

1778—1786

EBENEZER PEMBERTON, LL.D.

1786—1793

MARK NEWMAN, A.M.

1794—1809

JOHN ADAMS, LL.D.

1810—1833

OSGOOD JOHNSON, A.M.

1833—1837

SAMUEL H. TAYLOR, LL.D.

1838—1871

FREDERIC W. TILTON, A.M.

1871—1873

CECIL F. P. BANCROFT, PH.D., L.H.D., LL.D.

1873—1901

ALFRED E. STEARNS, LITT.D., L.H.D., LL.D.

1903—1933

CLAUDE M. FUESS, PH.D., LITT.D., L.H.D., LL.D.

1933—1948

JOHN M. KEMPER, A.M., L.H.D.

1948—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, A.M., L.H.D. ANDOVER
Elected 1948

TREASURER

ABBOT STEVENS '07, A.B. NORTH ANDOVER
Elected 1935, Treasurer since 1949

PHILIP LORING REED '02 DEDHAM
Elected 1933

LLOYD DE WITT BRACE '21, S.B. BOSTON
Elected 1933

FRANCIS ABBOT GOODHUE '02, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ROBERT ABBE GARDNER '08, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D.,
D.Sc., LL.D. WILLIAMSTOWN
Elected 1942

WILLIAM EDWARDS STEVENSON '18, L.H.D., LL.D. OBERLIN, OHIO
Elected 1943

LINDSAY BRADFORD '10, LL.D. NEW YORK, N. Y.
Elected 1943

PHILLIPS ACADEMY

CHAUNCEY BREWSTER GARVER '04, A.B.

Elected 1947

NEW YORK, N. Y.

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.

Elected 1948

ALUMNI TRUSTEES

ROBERT MERRIMAN KIMBALL '29, S.B. SOUTH LINCOLN

Elected 1950 for three years

GEORGE STORER BALDWIN '17, A.B.

BOSTON

Elected 1950 for two years

CHARLES STAFFORD GAGE '21, S.M. NEW YORK, N. Y.

Elected 1950 for one year

JAMES MATTOCKS WHITE '22, PH.B. BEVERLY FARMS

Ex Officio for one year as President of the

Alumni Association

PHILLIPS ACADEMY

OFFICERS OF ADMINISTRATION

JOHN MASON KEMPER, A.M., L.H.D. <i>Headmaster</i>	189 Main Street Elected 1948
CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. <i>Headmaster Emeritus</i>	Chestnut Hill
HENRY HOPPER <i>Associate Treasurer and Comptroller</i>	15 School Street Appointed 1915
H. JAMES CAULKINS, B.E., M.B.A. <i>Bursar</i>	63 Highland Road Appointed 1949
M. LAWRENCE SHIELDS, A.B. <i>Alumni Secretary, Instructor in Biology, 1923-1945</i>	48 Central Street Appointed 1923
GEORGE GRENVILLE BENEDICT, A.M. <i>Dean of Students</i>	80 Bartlet Street 1930-32, re-appointed 1933
WILLIAM RUSSELL BENNETT, JR., A.B. <i>Assistant Dean of Students</i>	107 Highland Road Appointed 1950
JAMES RUTHVEN ADRIANCE, A.B. <i>Director of Admissions</i>	6 School Street Appointed 1934
ROBERT WHITTEMORE SIDES, A.B. <i>Admissions Officer, Instructor in Mathematics</i>	Hidden Field Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Excusing Officer, Instructor in Mathematics</i>	25 Phillips Street Appointed 1938

The Administration Offices are in George Washington Hall.
Office hours: Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M.
to 5 P.M. Appointments should be made in advance, if possible.

PHILLIPS ACADEMY

FACULTY

CHARLES EMERSON STONE, Ph.B. <i>Instructor in French, Emeritus</i>	Andover
FREDERICK EDWIN NEWTON, Ph.B. <i>Instructor in Mathematics, Emeritus</i>	West Hartford, Conn.
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover
ROY EVERETT SPENCER, A.B. <i>Instructor in English, Emeritus</i>	Marin, Canon Neuchâtel, Switzerland
HORACE MARTIN POYNTER, A.B. <i>Instructor in Latin and Greek, Emeritus</i>	Durham, N. H.
CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D. <i>Instructor in Music and Philosophy, Emeritus</i>	Philadelphia, Pa.
FREDERIC WILLIAM HEATON STOTT, A.M. <i>Instructor in English, Emeritus</i>	Andover
FREDERICK MAY BOYCE, A.M. <i>Instructor in Physics, Emeritus</i>	Barrington, R. I.
OSWALD TOWER, A.B. <i>Dean and Instructor in Mathematics, Emeritus</i>	Wolfeboro, N. H.
RAY ARTHUR SHEPARD, S.B. <i>Director of Physical Education, Emeritus</i>	Gardiner, Maine
ALICE THACHER WHITNEY <i>Recorder, Emeritus</i>	59 Highland Road
MONTVILLE ELLSWORTH PECK <i>Associate in Physical Education</i>	1 Highland Wayside Appointed 1916

'PHILLIPS ACADEMY

LESTER CHARLES NEWTON, A.M.	29 Highland Road
<i>Instructor in French</i>	Appointed 1918
FRANK MAY BENTON, A.B.	9 Salem Street
<i>Instructor in Latin on the John Charles Phillips Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B.	89 Bartlet Street
<i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1919
ROSCOE EDWIN DAKE, S.B.	Greenough House, Hidden Field
<i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M.	Quincy House, Hidden Field
<i>Instructor in Physics on the George Peabody Foundation</i>	Appointed 1923
GUY JOHNSON FORBUSH, A.B.	Bartlet 5
<i>Instructor in French</i>	1917-1920, re-appointed 1924
ALAN ROGERS BLACKMER, A.M.	215 Main Street
<i>Instructor in English on the Jonathan French Foundation</i>	Appointed 1925
SCOTT HURTT PARADISE, A.M.	Blanchard House, Hidden Field
<i>Instructor in English</i>	1914-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M.	17 Salem Street
<i>Instructor in History</i>	Appointed 1929
GEORGE KNIGHT SANBORN, S.B.	Palmer House, Hidden Field
<i>Instructor in Mathematics</i>	Appointed 1929
EMORY SHELBY BASFORD, A.B.	18 Bartlet Hall
<i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, A.B., D.D.	Weld House, Hidden Field
<i>School Minister and Instructor in Religion</i>	Appointed in 1930
ROBERT EDWARD MAYNARD, S.B.	1 Judson Road
<i>Instructor in Mathematics</i>	Appointed 1931

PHILLIPS ACADEMY

LEONARD FRANK JAMES, A.M.	Comstock House, Hidden Field	
	<i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932
LIONEL DENIS PETERKIN, A.M.		45 Salem Street
	<i>Instructor in Latin on the Elizabeth Millbank Anderson Foundation</i>	Appointed 1932
FREDERICK ELLSWORTH WATT, S.B.	Tucker House, Hidden Field	
	<i>Instructor in Mathematics</i>	Appointed 1932
DOUGLAS SWAIN BYERS, A.M.		Phillips Street
	<i>Instructor in Anthropology</i>	Appointed 1933
ARTHUR BURR DARLING, Ph.D.		239 Main Street
	<i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	1917-18, re-appointed 1933
BARTLETT HARDING HAYES, JR., A.B.		Phillips Street
	<i>Instructor in Art</i>	Appointed 1933
ROGER WOLCOTT HIGGINS, A.M.		21 Phillips Street
	<i>Instructor in English</i>	Appointed 1933
ALSTON HURD CHASE, Ph.D.		30 Bishop Hall
	<i>Instructor in Greek on the Samuel Harvey Taylor Foundation</i>	Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B.		143 Main Street
	<i>Instructor in English</i>	Appointed 1934
FRANK FREDERICK DiCLEMENTE, S.B.		157 Main Street
	<i>Associate in Physical Education</i>	Appointed 1935
JAMES HOOPER GREW, A.B.		169 Main Street
	<i>Docteur ès Lettres de l'Université de Paris</i>	Appointed 1935
	<i>Instructor in French</i>	
HENRY PRESTON KELLEY, A.M.		3 Hidden Road
	<i>Instructor and Tutor in Spanish</i>	1918-28, re-appointed 1935
FREDERICK SCOULLER ALLIS, JR., A.M.		20 Salem Street
	<i>Instructor in History</i>	Appointed 1936
*CHESTER ARCHIBALD COCHRAN, A.M.		Appointed 1936
	<i>Instructor in French</i>	

*On leave of absence, 1950-51.

PHILLIPS ACADEMY

GEORGE LITTLE FOLLANSBEE, A.B.	12 School Street
<i>Instructor in Biology</i>	Appointed 1936
STEPHEN WHITNEY, A.M.	Taylor Hall
<i>Instructor in French</i>	Appointed 1936
WALTER HASENCLEVER, Dr. Jur., Heidelberg	6 Paul Revere Hall
<i>Instructor in German</i>	Appointed 1937
FLOYD THURSTON HUMPHRIES, A.B.	147 Main Street
<i>Instructor in French</i>	Appointed 1937
HART DAY LEAVITT, A.B.	195 Main Street
<i>Instructor in English</i>	Appointed 1937
MILES STURDIVANT MALONE, Ph.D.	193 Main Street
<i>Instructor in History</i>	Appointed 1937
WILLIAM HAYES BROWN, A.M.	Johnson Hall
<i>Instructor in English</i>	Appointed 1938
RICHARD SAWYER PIETERS, A.M.	25 Phillips Street
<i>Instructor in Mathematics</i>	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B.	Hidden Field
<i>Instructor in Mathematics</i>	Appointed 1938
*JOHN BROMHAM HAWES, A.B.	Adams Hall
<i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M.	39 Salem Street
<i>Instructor in Greek and Latin</i>	Appointed 1940
HARPER FOLLANSBEE, A.B.	Rockwell House
<i>Instructor in Biology</i>	Appointed 1940
PATRICK MORGAN, A.B.	173 Main Street
<i>Instructor in Art</i>	Appointed 1940
WALTER GIERASCH, A.B.	Johnson Hall
<i>Instructor in English</i>	Appointed 1941
DUDLEY FITTS, A.B.	Lowell House, Hidden Field
<i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B.	Davison House, Old Campus
<i>Instructor in English and Philosophy</i>	Appointed 1941

*On leave of absence, 1950-51.

PHILLIPS ACADEMY

SUMNER CHASE COBB, S.M. <i>Instructor in Mathematics</i>	13 Foxcroft Hall Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and Religion</i>	Williams Hall Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	154 Main Street Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	23 Salem Street Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Physics and Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	24 Salem Street Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Bancroft Hall Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French, Director of the Bureau of Self-Help</i>	49 Highland Road Appointed 1944
ARTHUR WELLESLEY HOWES, JR., A.B. <i>Fellow of the American Guild of Organists</i> <i>Instructor in Music</i>	42 Central Street Appointed 1944
JOHN SHAPLEIGH MOSES, A.B., B.D. <i>Instructor in Religion</i>	29 Central Street Appointed 1945
RALPH LESLIE SMALL, A.M. <i>Instructor in English</i>	Paul Revere Hall Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	Taylor Hall Appointed 1946
FREDERICK ALMON PETERSON, JR., A.M. <i>Instructor in English</i>	Adams Hall Appointed 1946
CHARLES HENRY STEVENS, A.M. <i>Instructor in Latin</i>	Day Hall Appointed 1946
ALLEN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin</i>	34 Salem Street Appointed 1947
PETER QUACKENBUSH MCKEE, A.B. <i>Instructor in Physics</i>	Bancroft Hall Appointed 1947

PHILLIPS ACADEMY

DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish</i>	Day Hall Appointed 1947
ARTHUR LACHLAN REED, A.M. <i>Instructor in English</i>	141 Main Street Appointed 1948
JEHU BURR CARRINGTON THOMAS, B.E. <i>Instructor in Physics and Elementary Science</i>	11 School Street Appointed 1948
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	Rockwell House Appointed 1948
GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Andover Cottage Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	73 Bartlet Street Appointed 1949
WILLIAM LOUIS SCHNEIDER, B. Mus. Ed. <i>Instructor in Music</i>	Tilton House Appointed 1949
EDWARD JOSEPH SHEA, A.M. <i>Director of Athletics and Physical Education</i>	153 Main Street Appointed 1949
ROGER BERNARD, AGRÉGÉ DE L'UNIVERSITÉ <i>Instructor in French</i>	5 Foxcroft Hall Appointed 1950
WILLIAM JOHN BUEHNER, A.B. <i>Instructor in Latin</i>	36 Salem Street Appointed 1950
CHARLES MONTGOMERY GRAY, A.B. <i>Instructor in History</i>	10 Bishop Hall Appointed 1950
SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	77 Bartlet Street Appointed 1950
ALLISON LEPONTOIS, A.B. <i>Assistant in Physical Education</i>	4 Draper Cottage Appointed 1950
GORDON HOSMER MACDOUGALL, A.M. <i>Instructor in Spanish</i>	63 Highland Road Appointed 1950
JEAN FRANCIS ROLLAND, L. ès L. <i>Instructor in French</i>	7 Eaton Cottage Appointed 1950
ROBERT HULLEY VELTE, A.M. <i>Instructor in German</i>	Williams Hall Appointed 1950
REAGH CLINTON WETMORE, M. P. E. <i>Assistant in Physical Education</i>	Junior House Appointed 1950

PHILLIPS ACADEMY

THE DEPARTMENT OF HEALTH

ALEXANDER GRAHAM LAW, M.D.
JAMES ARTHUR O'SHEA, M.D.
MRS. MARION M. COLE
JOAN WALSH
BARBARA M. LAMBERT

School Physician
Associate School Physician
Secretary to the School Physician
Dental Hygienist
Laboratory Technician

THE DEPARTMENT OF LANGUAGE TRAINING

MRS. LUCIA DODGE, A.B.
MRS. RITA V. BUCHAN
MRS. ELLA O. GREENALL
MRS. CHARLOTTE WILSON

Associate in Language Training
Assistant in Language Training
Assistant in Language Training
Assistant in Language Training

THE DEPARTMENT OF ATHLETICS AND PHYSICAL EDUCATION

EDWARD J. SHEA, A.M.
MONTVILLE ELLSWORTH PECK
FRANK FREDERIC DICLEMENTE, S.B.
ALLISON LE PONTOIS, A.B.
REAGH CLINTON WETMORE, M.P.E.
STEPHEN STANLEY SOROTA, S.B.
JOHN WILLIAM MEANY, S.B.
JOHN FRANK BRONK

Director of Athletics and Physical Education
Associate in Physical Education
Associate in Physical Education
Assistant in Physical Education
Assistant in Physical Education
Coach of Football and Track
Assistant Coach of Football
Assistant in the Department of Athletics and Trainer

OTHER OFFICERS

NETTIE I. CROSBY
ANN S. LESLIE
MARION E. HILL
WALTER G. GREENALL, JR., A.B.
MRS. AMY ROBINSON
RUTH M. WHITEHILL
MRS. RUTH A. WHITE
W. VERNE PORTER
MRS. HELEN B. CANNON
MEREDITH E. THIRAS
MRS. RUTH P. ELLISON, S.B.
ROBERT A. LEETE
M. WILLARD RICHARDSON
ELIZABETH L. DEAN

Secretary to the Headmaster
Secretary to the Comptroller
Purchasing Agent
Accountant
Secretary to the Director of Admissions
Secretary to the Dean of Students
Secretary to the Bursar
Superintendent of Maintenance
Alumni Recorder
Secretary to the Alumni Secretary
Secretary to the Director of the Summer Session
Manager of the Commons
Dietitian of the Commons
Matron of Williams Hall

PHILLIPS ACADEMY

ACADEMY PREACHERS 1950-51

September	24	Rev. A. Graham Baldwin
October	1	Rev. A. Graham Baldwin
October	8	Bishop Norman B. Nash
October	15	Dr. Howard Thurman
October	22	Rabbi Morris S. Lazaron
October	29	Bishop Henry W. Hobson
November	5	Rev. A. Graham Baldwin
November	12	Headmaster John Mason Kemper
November	19	Dr. Frank Ashburn
November	26	Rev. Richard G. Preston
December	3	Rev. A. Graham Baldwin
December	10	Rev. Lewis H. Davis
December	17	Christmas Carol Service (evening)

During the winter term, 1950-51, a series of vesper services is to be held at 5:15 each Sunday evening. These services will be of the choral evensong type. The talks will be given by Mr. Kemper, Mr. Baldwin, other members of the faculty, and distinguished guests.

April	8	Rev. Allan K. Chalmers
April	15	Rev. William H. Hudnut, Jr.
April	22	Service of Music
April	29	Rev. Howard L. Rubendall
May	6	Rev. A. Graham Baldwin
May	13	Rev. Sidney Lovett
May	20	Bishop G. Bromley Oxnam
May	27	Rev. Robert Russell Wicks
June	3	Service by members of the Senior Class
June	10	Commencement Exercises

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds and morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

PHILLIPS ACADEMY

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's adminis-

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tration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns, for thirty years Headmaster, was forced through ill health to resign. Professor Charles H. Forbes, who for forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During the ensuing fifteen years the curriculum was revised to its present form, and a number of buildings were added to the school plant. Long before December 1941, Andover men were in active military service, and by the end of World War II over three thousand alumni, of whom one hundred forty-two gave their lives, served in the armed forces of the United States and her allies.

The war years saw the establishment in 1942 of the Andover Summer Session, designed to enable boys to complete their secondary school education before entering upon active service. The session is now continued as a regular feature of school life.

After the retirement of Dr. Claude Moore Fuess, on July 1, 1948, John Mason Kemper took office as Headmaster of Phillips Academy, and was inaugurated at ceremonies held on Andover Hill on October 15 of that year.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle with other boys from all sections of the country, some rich and some working for their education, but all

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valued for themselves rather than for their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly cooperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual atten-

tion. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 36-54, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together by classes in the Academy dormitories and faculty houses described on pages 71-73. Each building is under the close supervision of the instructor who lives in it.

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Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annex Junior House, is equipped with dining and recreational facilities for fifty boys who occupy single or double rooms. Rockwell House, on the other hand, has only single rooms in addition to its recreational facilities, but its forty-two boys eat under supervision in the Lower Middle dining hall at the Commons. Both buildings are subject to special regulations and supervision found particularly helpful to boys of this age level in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in relatively small groups in some thirty Faculty Houses and Cottages. In these buildings the boys receive the sort of care suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained greater wisdom in the use of their relative freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is based upon the belief that education at its best involves the development of ethical

idealism, spiritual insight, and Christian character. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Chapel and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the School Minister, and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with

*Upon special request students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

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which the boys may become acquainted here, an abiding joy and an absorbing life work.

STUDENT ACTIVITIES

Student activities at Phillips Academy may be classed as literary, musical, forensic, and hobby-motivated. Each club is under student leadership, advised by a faculty member experienced in the field of activity.

The Phillipian is a weekly newspaper published every Wednesday of the school year. It was established in 1878. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published at the end of each spring term. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, and group pictures of all school organizations in addition to many special features, which vary from year to year. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for reminiscences of their years at Andover.

The Dramatic Club includes the stage crew as well as actors. Recent productions include "Othello", "Macbeth", and "Of Thee I Sing". Also one or two foreign language plays in *Latin*, *French*, *German*, or *Spanish* are produced each year. These language plays are projects of language-interest clubs that feature

illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by Philo, properly the Philomathean Society, founded in the year 1825. Bulfinch Hall is ideally appointed for the Philo debates. All students may attend these debates. Also, they may participate in the Philo-sponsored Sunday afternoon forum discussions of current economic, social, and political problems. The faculty meeting room in George Washington Hall is used for these sessions.

Hobby activities are many and varied. In fact, the list changes from year to year, depending upon student interest, availability of faculty advisors, and facilities.

Students interested in art may paint, draw, or model in the studios of the Addison Gallery with the *Art Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school.

The *Birdbanding Club* patrols its line of traps and reports its season's summary to the U. S. Bureau of Fish and Wildlife.

Printing for posters and for the church calendars bears the imprint of the *Paul Revere Press* and is produced in the basement of Paul Revere Hall where complete equipment for a small print shop is located.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but also at the radio shack it has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special

equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

Interest in shooting has been so great that the *Rifle Club* has been forced to restrict its membership to upperclassmen. Also, a *Rifle Team* competes with other schools.

Model Railroaders may meet in the basement of Pearson Hall where an extensive layout of track and rolling stock awaits their attention.

The *Science Club* is available four afternoons each week for boys who claim experimenting in physics or chemistry as their science hobby. An engines division of the *Science Club* has two automobiles and one airplane engine awaiting the wrench and screwdriver of those boys who are happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Bicycle trips are also popular with the group.

During the winter term, the *Stamp Club* meets weekly in the Oliver Wendell Holmes Library. High spots in the club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors the showing of selected motion pictures of the past to the school and then discusses vigorously among its members the values and shortcomings of the films.

The *Sailing Club* has constructed a fleet of small sailing boats that is maintained in a nearby pond where they await pleasant afternoons for racing.

The *Phillips Society* welcomes to its membership any boy in school who wishes to take part in its activities. These activities have as their purpose the development of a better understanding of the needs and problems of other people and carrying out a program that will help to meet these needs. Foremost among the purposes for which Phillips Academy was established was the desire to help students learn "the great end and real busi-

ness of living". The Phillips Society has been formed to further that aim.

The present organization represents a joining of forces of two groups that have played an important part in Andover life: the *Society of Inquiry*, founded over a hundred years ago; and *Circle A*, organized early in the 1930's. The merging of these groups is the result of the growing strength of each, and of the recognition that with a coordinated program their contribution to the school and to the community will be improved and increased.

The Phillips Society's interests are suggested best by listing some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, Community Chest, the Salvation Army, Hampton Institute, the Grenfell Association, and other organizations.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, second-hand books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

Sunday School teaching and deputation work in the churches in Andover and its vicinity.

For musical activities see "Music," page 52.

CONCERTS AND LECTURES, 1949-1950

The following concerts and lectures, open to Phillips Academy students without charge, were given during the school year 1949-1950:

1949

Fri. Oct. 21 Percy Grainger, pianist

Sun. Nov. 20 Joseph Ponte, pianist

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1950

Fri.	Jan.	20	Ross McKenny, lecturer
Sat.	Jan.	28	Commander Irving Johnson, lecturer
Sat.	April	8	Mark A. DeWolfe Howe, lecturer
Fri.	April	14	William Haynes, lecturer
Fri.	May	5	Arthur W. Howes, organist

HEALTH SUPERVISION

Under the supervision of the School Physician every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, proper recommendations are made and a report sent to the parents. The Department of Health supervises the correction of reading and spelling disabilities and speech disorders; and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The Isham Infirmary is a well-equipped small hospital. Graduate nurses are in residence during the entire school year. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. The Alumni Committee on Health meets and discusses with the School Physician policies of health and administration. The members of this committee are Drs. Reginald H. Smithwick, Arlie W. Bock and James H. Townsend. Cases requiring major surgical procedures are hospitalized in Boston. Parents are notified of any illness and are kept informed concerning its course.

Complete facilities for the repair and straightening of teeth are available at the Infirmary. A full-time dental hygienist is on the staff, and Boston dentists make visits at regular intervals so that fillings and other dental work may receive efficient attention.

Each student must present evidence of vaccination against smallpox within five years prior to admission, and also evidence of immunity against diphtheria. Tetanus Toxoid immunization is given to all entering students who have not previously had this protection.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and Physical Education occupy a vital place in Andover life. The Physical Education, Intramural and Interscholastic Athletic phases of the program involve every student. The program aims to raise and maintain the level of physical condition, to develop skill and coordination in games, to encourage the growth of enthusiasm and appreciation for sports, and to aid in the development of desirable personality traits.

All students must participate in Athletics, and those who do not meet minimum standards in swimming, posture, motor skills and strength are given work of a specialized nature. The Interscholastic athletic program provides the opportunity of competition for the most proficient students. The best of leadership, *equipment and training techniques aim toward the development of superior performers. The Intramural athletic program includes all students who are not members of a varsity squad and provides the opportunity to engage in competition in all seasonal sports. During the fall the sports offered are football, soccer, cross country, tennis and swimming. In the winter there are basketball, swimming, hockey, wrestling, fencing and track. In the spring the sports are baseball, tennis, golf, lacrosse and outdoor track.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physicians' services shall be rendered and infirmary care provided without charge.

*See page 35 regarding athletic equipment.

REQUIREMENTS FOR ENTRANCE

The basic requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is necessary to discriminate among the candidates on the basis of their records and promise. Geographical distribution and priority of application are among the factors that must be taken into consideration. *It is highly advisable to make application before March 1 of the proposed year of entrance.* Character, personality, and breadth of interest play a large part in the selection of applicants, which is not made on the basis of scholarly attainment alone. Candidates for entrance should take examinations as directed by the Admissions Office, and each applicant is asked to take the Aptitude Test; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is correspondingly keener. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 36-39. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. *It is not required that all a boy's courses shall be in the class in which he is rated. He is permitted to take individual subjects below or above that class if his*

preparation in the prerequisites of those subjects justifies such action. But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Boys entering any of the three upper classes may, in some instances, receive credit for courses taken at their previous schools as a substitute for the Academy's minor courses.*

PROCEDURE IN APPLYING

In making preliminary application for admission to the Academy, the parent or guardian should submit the form in the back of this catalogue, unless he has already received a detailed final application blank from the Admissions Office. In the late fall a final application form is sent to each preliminary candidate desiring admission in the following September. This form, after completion of the first part by the parent or guardian, should be submitted to the principal of the school presently attended by the applicant, with the request that it be returned *directly to Phillips Academy as soon as possible.*

Along with the final application blank three Confidential Recommendation Forms will be sent to the parent or guardian. Two of these should be given to the boy's current teachers and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, these forms should be returned by the writers directly to the Admissions Office.

Whenever possible it is highly desirable that boys come to Andover for a personal interview with the Director of Admissions or the Admissions Officer. Appointments for such interviews should be made in advance. Boys unable to visit Andover should inquire about the

*See page 36.

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possibility of arranging a personal interview with a local or nearby alumnus of the Academy.

Rooms are assigned to incoming students during the summer, *in the order in which their admission applications are filed*. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 28-29) for the Academy's regulations regarding immunization against certain infectious diseases.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from their performance on the Aptitude Test and on entrance examinations in arithmetic or algebra and in English.

The examination for entrance to Mathematics I (Arithmetic) covers common and decimal fractions, square root, denominate numbers, percentage, and interest. A boy whose mathematics course consists primarily of algebra should write instead the Mathematics I (Comprehensive) examination. This paper will include some arithmetic and the topics covered in Part I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill — Enlarged Edition).

The examination in English tests the candidate's knowledge of grammar, his ability to understand what he reads, and his skill

in writing. In grammar the candidate will be tested on his knowledge of the parts of speech and the uses of words, phrases, and clauses in the sentence. His skill in comprehension will be tested by his analysis of simple passages of prose and poetry. The composition will test his skill in organizing ideas and developing them in coherent paragraphs of simple narrative and expository writing.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin should write the paper for entrance to an advanced section of Latin I.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin. (Note statement on page 35 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 1951.")

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, in addition to the Aptitude Test, examinations are required on the work of the Junior year in algebra, in English, and in foreign language. This work is outlined on page 38 and is described in pages 40-54. *In many instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language in the pamphlet of sample examination papers (see page 34).* Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for

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entrance to Mathematics 2, English 2, Latin 2, and French 2* respectively. (Note statement on page 35 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 1951.")

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should, in most cases, write the Academy's examination for entrance to English 3 and the Aptitude Test. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits, by certification or examination, which cover the work of the Academy's three lower years or its equivalent. The Aptitude Test and an examination for admission to English 4 are usually required as a minimum.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 11 and 12, 1951. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: George Washington and Samuel Phillips Halls,
Phillips Academy;

In New York: Union Theological Seminary;

In other cities by special arrangement.

For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required. A pamphlet of sample examination papers will be supplied upon request without charge.

The Secondary Education Board's examinations (which may

*See page 42.

be used for entrance to the Junior and Lower Middle classes) will be given in many cities on May 28 and 29. The fee is \$5.00. The Secondary Education Board, Milton, Massachusetts, publishes a pamphlet, "Definition of the Requirements for 1951," which includes helpful information about the Board's English III and IV, Mathematics III and IV, Latin Cp. and French Cp. requirements for the Junior or Lower Middle Class, together with samples of the previous year's papers. The cost of this pamphlet is fifty-five cents, postpaid. (See footnotes under the statement of requirements for each of these classes.)

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student. Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name. The Academy does not issue a detailed list of necessary equipment, but all boys are advised to bring extra bedding and warm clothing for the winter months. Athletic equipment is provided for varsity and junior varsity teams in most sports, but all boys are advised to bring whatever they already own, and not to purchase new equipment before coming to school.

Parents are referred to the statement on "General Regulations" (pages 55-56) for further information.

COURSE OF STUDY

1950-1951

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited to a small group.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.†

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

During his four years in the Academy a student who enters the Junior Class ordinarily takes the following major courses, a major course being one which meets four or five times a week: English 1, 2, 3, 4; Foreign Language 1, 2, 3; a second Foreign Language 1, 2; Mathematics 1, 2, 3; Science; History 4; and one elective major course. In addition, he takes minor courses in History, Religion, Elementary Science, and Art and Music. The distribution of subjects is described on the following pages, with exceptions indicated. The Description of Courses begins on page 40.

*See page 30, third paragraph.

†See page 21, "Class Officers."

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Junior Year

English 1	4	hours	a	week
*Foreign Language A1	5 or 4	"	"	"
Mathematics 1	5	"	"	"
Elementary Science	3	"	"	"
History 1	3	"	"	"
<hr/>				
Total	20 or 19	"	"	"

Lower Middle Year

English 2	4	hours	a	week
Foreign Language A2	4	"	"	"
†Foreign Language B1	5 or 4	"	"	"
Mathematics 2	4	"	"	"
Religion	2	"	"	"
History 2	2	"	"	"
<hr/>				
Total	21 or 20	"	"	"

Upper Middle Year

English 3	3½	hours	a	week
Foreign Language A3 or ‡Science	5 or 4	"	"	"
Foreign Language B2	4	"	"	"
°Mathematics 3	5 or 4	"	"	"
History 3	3	"	"	"
Art and Music	2	"	"	"
<hr/>				
Total	21½ to 20½	"	"	"

*Latin, Greek, French, or German.

†One of the foregoing not taken in Junior year, or Spanish.

‡Biology, Chemistry, or Physics.

°Mathematics 3 is a five-hour course for most new boys. For boys taking it, Art and Music is ordinarily optional.

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Senior Year

English 4	4	hours a week
History 4	5	" " "
‡Science or Foreign Language B ₃ (whichever is not taken in U.M.)	4	" " "
Elective (Major)	4 or 5	" " "
Elective (Minor)	2 or 1	" " "
Total	<hr/> 19	" " "

‡Biology, Chemistry, or Physics.

The following modifications in the foregoing program may be made:

- (a) A student who takes three years of Latin and two years of Greek is allowed to omit Art and Music, and in his Senior year may take any two of Greek 3, Science, History 4.
- (b) Candidates for any college which requires Mathematics 4, Chemistry, and Physics may omit the third year of a foreign language, if such omission is necessary to avoid an excessive schedule.
- (c) Students whose previous work in foreign language has been of superior quality may, by special permission, take two foreign languages in the Junior Year.
- (d) Students who enter the Senior year with insufficient credit in foreign language may take German 1-2 or Spanish 1-2, for the purpose of establishing credit for two years' work in one of these subjects.
- (e) In exceptional cases, incoming Upper Middlers and Seniors may, by special permission, meet the Academy's diploma requirements on completion of two units in each of two foreign languages, in addition to four units in mathematics and two in laboratory science.

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SENIOR ELECTIVES*

English 4S	4	Chemistry S	1
English 5	3	Physics S	2
French C	2	Introduction to Art and Music	2
German 1-2	6	Studio Art	2
Greek 1-2	5	Advanced Art	2 or 4
Greek 4	1	Harmony	2
Spanish 1-2	6	Piano or Organ	2
Latin (Catullus)	1	Senior Music Appreciation	2
Latin (Horace)	1	Music Major	4
History 5	1	Religion 2	2
Mathematics 5A	2	Anatomy	2
Mathematics 5T	2	Anthropology	2
Mathematics 6	1	Philosophy	2
Mathematics 7	4	Public Speaking	2
Mechanical Drawing	2	Social Problems	2
Navigation	2		

*Any course in the Catalogue not previously taken may count as a Senior Elective with the exception of first-year language courses.

DESCRIPTION OF COURSES

ENGLISH

The courses in English aim to teach students to speak and write clearly, to read with comprehension and appreciation, and, through the study of literature, to develop discrimination and taste in the judgment of books.

These aims are achieved by frequent practice in speaking and writing, by close reading, by sustained attention to problems of syntax and rhetoric, by the study and discussion in class of the chief literary types, and by wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

There are two elective courses for those students who have completed four years of English, one a course in expository writing, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH 1. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository themes; (4) sustained instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), Masfield's *Dauber* (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *Great Expectations*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Correct English*, edited by Tanner (Ginn and Co.)

ENGLISH 2. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story and the novel, the drama, poetry and the familiar essay; (7) continued study of the techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Short Stories*, edited by Schweikert (Harcourt, Brace), *David Copperfield*, *The Rise of Silas Lapham*, *The House of the Seven Gables*, *Arrowsmith*, *The Merchant of Venice*, *Henry IV (Part I)*, *Poems for Modern Youth*, edited by Gillis and Benet (Houghton, Mifflin), *Poems for Enjoyment*, edited by Liberman (Harper), *An*

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Inland Voyage, Travels with a Donkey, A Handbook of English, edited by Harris, Roberts, Johnson (Oxford).

ENGLISH 3. Four hours, three requiring outside preparation. The prepared hours are devoted to (1) literature and (2) rhetoric. The unprepared hour is devoted to oral English, close-reading, writing. The five main types of literature—fiction, the drama, the essay, biography, poetry—are studied in representative texts of graduated difficulty with continued emphasis upon close reading, explication, and discussion.

There are frequent long themes and class papers. The emphasis in this course is upon writing. This involves sustained attention to problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Ethan Frome*, *The Mayor of Casterbridge*, *Bacon's Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harper), the poems of Browning, *John Brown's Body*, *An Introduction to the Study of Poetry* (American Book Co.)

ENGLISH 4. Four hours, all requiring outside preparation. The work of this course gives training, on an advanced level, (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. This course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, research projects, and original work.

Representative texts are *Tess of the D'Urbervilles*, *The Return of the Native*, *The Scarlet Letter*, *The Forsyte Saga*, *The Great Gatsby*, *Understanding Fiction*, edited by Brooks and Warren (Crofts), *Great Modern Short Stories*, edited by Cerf (Modern Library), *Hamlet*, *Othello*, *Henry IV, Part I*, *King Lear*, *Antigone*, selected plays of Ibsen, Shaw, Galsworthy, O'Neill, *British Poetry and Prose*, edited by Lieder, Lovett, Root (Houghton, Mifflin), *Current Thinking and Writing*, edited by Bachelor and Henry (Appleton-Century), *Straight and Crooked Thinking* (Simon and Schuster), Strachey's *Queen Victoria* (Harcourt, Brace), *Understanding Poetry*, edited by Brooks and Warren (Holt).

In each English course, in addition to assigned reading, students do collateral reading which is guided by the English teacher.

In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

ENGLISH 4 S. Four hours, all requiring outside preparation. An elective course open to students who have successfully completed four years of secondary-school English but who need further training in writing, especially exposition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*; literary aspects of the writing problem are dealt with also through a study of Doubleday's *Studies in Poetry*. More extensive models of writing are examined in a planned sequence of collateral reading throughout the year.

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ENGLISH 5. Three hours. An elective course open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English.

PUBLIC SPEAKING

Two hours. It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in brief-writing and argumentative speeches. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The texts used are *Speech: A High School Course* by Sarret, Foster & McBurney (Houghton-Mifflin), *Speech Projects*, by Henry L. Ewbank (Harpers).

*FRENCH

The French Department offers a continuous four-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and on paper. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary (*Petit Larousse illustré*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

FRENCH 1. Four hours. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Hachette, Paris.

FRENCH 2. Four hours. Texts: E. B. DeSauzé, *Nouveau cours pratique de français pour commençants*, completed. Bullock, *Grammaire française, méthode orale* (Appleton-Century-Crofts), first half. Perrier and Lebel, *La garde montante*, Brentano. C. Aveline, *Voiture 7, Place 15*, Emile Paul, Paris.

FRENCH 2-B. Five hours. For new students not accustomed to the direct method. Those who pass are admitted to French 3.

FRENCH 1-2. Eight hours. For students of above average linguistic aptitude who either wish to take more French at Phillips Academy or desire to satisfy the language requirements early in order to concentrate in other fields. The course uses the same texts and covers the same ground as French 1 and French 2; those who pass it are admitted to French 3 the following year.

*See footnote on page 45.

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FRENCH 3. Four hours. Texts: G. Chinard, *Scènes de la vie française*, Ginn and Co. Bullock, *Grammaire française, méthode orale*, (Appleton-Century-Crofts), completed. C. Aveline, *La double mort de Frédéric Belot*, Emile Paul, Paris.

FRENCH 4. Four hours. Texts: D. W. Alden, *Introduction to French Masterpieces*, Appleton-Century Co.; Wilson and Herbert: *Through French Eyes*, Putnam and Sons.

FRENCH C. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Kay and Dondo: *Intermediate French Conversation* and *Advanced French Conversation*, D. C. Heath and Co. Picard and Black: *Manuel de conversation française*, D. C. Heath and Co.

*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

GERMAN 1. Four hours. This course gives the grammatical background, the skeleton of the language, and the simple form of conversation. It emphasizes clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter term, at which time the course is conducted almost entirely in German. The reading material is taken from modern German literature, and consists of works of fiction which either employ a simple vocabulary or have been edited for the use of elementary classes. The current text is *Lernen Sie Deutsch!* by Burkhardt (Henry Holt).

GERMAN 2. Four hours. This course amplifies reading knowledge and vocabulary. The classes are conducted in German. The grammar is reviewed in its most concise form. Reading of modern texts, all chosen from the literature of the 20th century, and reading of German poetry completes the course.

GERMAN 3. Four hours. This is an advanced course which develops and completes the above courses. The classes are conducted in German. The year starts with the reading of modern short stories by such authors as Thomas Mann, Stefan Zweig, Hermann Hesse, etc.; continues with the reading of one classical play; and concludes with the treatment of one short novel.

GERMAN 4. Four hours. This course is designed to give a survey of the German literature from the beginning of the 18th century to our day. The classical and romantic period as well as the outstanding works of our day are discussed and presented in various texts. In the last term, Goethe's *Faust* is read in excerpts, and German poetry is discussed.

For advanced students who have completed the higher courses, at the Academy or elsewhere, a German 5 course of two hours can be arranged. This

*See footnote on page 45.

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course is designed to keep the knowledge of the language alive and growing, and uses material adapted to the interest and needs of the participants.

GERMAN 1-2: Six hours. This course is mainly designed for seniors who wish to continue German in college or need it as a background for scientific and medical studies. Meeting six times a week, it affords an opportunity for accelerated grammatical instruction and reading. Credit for two units of German is given upon successful completion of this course.

GREEK

GREEK 1. Four hours. This course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar review.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

Properly qualified Seniors and Upper Middlers may take Greek 1-2, five periods a week, which covers in one year the essential material of Greek 1 and Greek 2. This course uses Chase and Phillips' *A New Introduction to Greek* (Harvard University Press).

A one-hour course on the Greek Old and New Testaments, GREEK 4, is offered as a Senior elective.

LATIN

LATIN 1. Five hours. This course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *First Year Latin* (Allyn and Bacon). The course aims at a thoroughly dependable foundation for subsequent reading and study.

LATIN 2 (Caesar). Four hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. Vocabulary includes the word list recommended by the College Entrance Examination Board for the second year. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time. The course is in all ways introductory to the study of Cicero and Vergil.

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LATIN 3. (Cicero). Five hours. This course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. (Vergil). Five hours. In this course an effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the Aeneid and from the work of Ovid and of other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six books of the Aeneid. Vocabulary includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world.

LATIN 5a (Horace). One hour. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN 5b (Catullus). One hour. Selections from the poems of Catullus are read and discussed. The course is treated in the same way as the Horace course above.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

The Department of Spanish offers a continuous course, covering four years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

SPANISH 1. Four hours. This beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

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Spanish. The texts are Leslie's *Spanish for Conversation* (Ginn and Co.) and Kasten and Neale-Silva's *Lecturas Escogidas* (Harper), with as much additional reading as possible at an appropriate level.

SPANISH 2. Four hours. This is a continuation course placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral speeches are stressed with some emphasis on extemporaneous speaking. Walsh's *Repaso* (Norton) is used, and such readers as Pattison's *La Fuente de las Calaveras* (Crofts), and Olmsted and Grismer's *Spanish Short Stories* (Ronald).

SPANISH 3. Four hours. This is an advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish in so far as is feasible. The main texts, supplemented by additional readings, are *Alternate Spanish Review Grammar and Conversation* by Carnahan, Seymour and Hespelt (Heath) and *Pensativa* by Goytortúa (Crofts).

SPANISH 4. Four hours. This course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary, and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written material is required. The basic texts are Romera-Navarro's *Historia de España* (Heath) for historical and cultural background, Sims and Switzer's *Repaso y Composición Revised* (Heath) for a thorough grammatical review and guidance in composition and written expression, and Walsh's *Cuentos Criollos* (Heath) as a portrayal of Spanish-American life. Other texts serve to supplement these.

SPANISH 1-2. Six hours. This is a course designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2.

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train the students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves toward the analytical and abstract only in the last two years. The first courses rely upon textbooks for all students. The last have texts available but direct the abler students to specific reading in historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY I — Greece and Rome. Three hours. This course introduces the students to History. It begins with stories of Egypt, Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to its decline with the barbarian invasions. Class-room

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work is devoted to explanation, with frequent practice in writing short papers about what has been studied.

HISTORY 2 — FRANCE. Two hours. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. Some emphasis is put upon the Church, feudalism, the growth of towns, the Renaissance, and the French Revolution. There is a work-book specially prepared for this course. The students are trained in note-taking and writing more extensive papers in class.

HISTORY 3 — BRITAIN. Three hours. The work of this year takes the students into a more mature examination of historical forces. The basis of study is a work-book designed to train students to use the Library and to depend no longer upon a single text. They are taught to take their own notes from specific references. Discussion in the class-room is based on these notes, and the students are encouraged to draw conclusions.

Detailed study of Great Britain begins with the Tudors. Emphasis is given to the development of Parliament and representative institutions. There is elaboration of social and economic changes, colonial expansion during the period of Cromwell and the Restoration, and rivalry with France for world supremacy through the American rebellion. The course then deals with the industrial society of the nineteenth century, its influence upon political movements, the rise of imperialism, and aspects of British policy in the world of today.

HISTORY 4 — THE UNITED STATES. Five hours. This final course builds upon the work of the previous year. It opens, therefore, with the American Revolution and proceeds through the transition from Confederation into Federal Union, the westward advance of the people, the rise of the nation out of sectional conflicts and the Civil War. It surveys the development of industry and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs are the central theme. Stress is put upon geographical, economic, social, and governmental problems in order that the students may know the origins of the society in which they live. The careers of eminent men are examined in relation to these problems. Much attention is given to historic decisions of the Supreme Court. Purely military events are minimized. Matters of literary, intellectual, religious, and philosophical import are indicated, but left for study in college.

HISTORY 5 — CONTEMPORARY HISTORY. One hour. This elective for superior students in their Senior year is designed to give a brief commentary upon recent affairs. It includes events leading to the recent war, policies of the Great Powers, contemporary events of national significance, and international issues. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

MATHEMATICS

MATHEMATICS 1A—First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultane-

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ous linear equations of two unknowns. The course covers the topics of Welchons and Krickenberger's *Algebra*, Book I (Ginn) through systems of equations involving one quadratic and one linear. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

The abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B—First Year Algebra. Five hours. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used are the same as in Mathematics 1A.

MATHEMATICS 2—Second Year Algebra. Four hours. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A—Plane Geometry. Four hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for two units credit in elementary and intermediate algebra.

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MATHEMATICS 3C—Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in two years of elementary and intermediate algebra. It includes a comprehensive study of plane geometry with special emphasis on originals, numerical exercises, constructions, and loci, together with a review of the fundamentals of intermediate algebra.

The textbooks are the same as in Mathematics 3B. Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 4—Trigonometry and Solid Geometry. Four hours. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, and a review of selected topics in algebra. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath) and Smith-Fagan's *Mathematics Review Exercises* (Ginn).

Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS 5A—Advanced Algebra. Two hours. This is an elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, partial fractions, undetermined coefficients, summation of series, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 5T—Plane Trigonometry. Two hours. This is an elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 6—Introduction to the Calculus. One hour. This is an elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in mathematics. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is Phillips' *Analytic Geometry and Calculus*—Second Edition—(Wiley).

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MECHANICAL DRAWING

Two hours. This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing*—Seventh Edition—(McGraw-Hill). Equipment for the course, including instruments (if not already owned), costs about \$33, but scholarship boys can obtain much of it on a loan basis.

NAVIGATION

This two-hour course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Mixer's *Primer of Navigation* (Second Edition) are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

ELEMENTARY SCIENCE

Three hours (for Juniors) or two hours (for Lower Middlers). These courses are parallel in subject matter, though they necessarily differ somewhat in treatment. Designed to form an easy approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the courses are based on a study of the earth. Following a survey of the consequences of the shape and motions of the earth, they continue with the elements of meteorology, of physical geology, and a very brief sketch of Earth history and the theory of evolution. Throughout, emphasis is placed on the development of reasoning power rather than the mere collection of facts, and careful attention is paid to the methods used by scientists in acquiring knowledge and developing ideas.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one credit for admission to college. The text used is MacDougal and Hegner's *Biology* (McGraw-Hill).

CHEMISTRY

Four hours. The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

CHEMISTRY S. One hour. This is a laboratory course which meets two periods each week. It is for students who have completed the usual elementary course in Chemistry and who wish to maintain contact with the subject during their senior year.

PHYSICS

Four hours. This course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Burns, Verwiebe & Hazel's *Physics, a Basic Science* (Van Nostrand), supplemented by Miller's *Progressive Problems in Physics, Revised* (Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of Physics, but also the elements of the scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about forty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS S. Two hours. This course is open to Seniors who have completed a year of Physics, and who need to take an examination in the subject for admission to college or engineering school. Most of the time is occupied with the techniques of solving numerical problems. During the spring term, after the entrance examination has been taken, the course is directed into fields not previously studied, according to the preference of the students.

THE VISUAL ARTS

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music", is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Industrial and Decorative Arts. This course, counting as

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two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The function, construction, and appearance of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it presupposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

ADVANCED ART. Two classroom and four studio hours. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

A continuation of the studio course, counting as two hours a week, is offered for those who have completed the work of the introductory course or its equivalent.

MUSIC

INTRODUCTION TO MUSIC. Two hours. An introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half of this course is devoted to music. Its object is to teach the student how to listen to music and to instruct him in certain features of the historical background and development of music which will increase his understanding and enjoyment of it.

SENIOR MUSIC APPRECIATION. Two hours. A Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

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HARMONY. Two hours. A course designed to equip musical students for thinking music accurately. It includes elementary and advanced ear training, both melodic and harmonic, so as to enable the students to recognize all intervals and chords. Students will learn the correct use of common chords, seventh, ninth, eleventh, and thirteenth chords and all their inversions, by harmonizing melodies and basses.

INSTRUMENTAL MUSIC. Weekly instruction in piano and organ, also in orchestra or band instruments, may be counted as a two-hour course. One half hour of instruction is to be supplemented with four hours of practicing. These lessons are given without charge to members of the school orchestra and band. For piano and organ lessons, there is a separate charge of \$100 for weekly half-hour lessons, and \$200 for hour lessons. A staff of distinguished teachers is available for this instruction.

MUSIC MAJOR. For students who wish to take Music as a major course in their Senior year, any combination of two two-hour courses is possible.

ORCHESTRA. The school orchestra rehearses weekly and studies classical, romantic, and modern scores. Instrumental ensembles from the orchestra participate at concerts at the Academy and at neighboring schools.

BAND. The school band rehearses weekly and plays at important athletic contests during the fall and spring terms. A smaller group of band musicians appears in concerts at the Academy and at neighboring schools.

GLEE CLUB. The Glee Club consists of one hundred members drawn from volunteers from the Senior and Upper Middle classes. It meets twice a week for hour rehearsals, preparing unaccompanied secular part songs and a wide variety of other music for joint concerts with the glee clubs from neighboring girls' schools. Occasionally the Glee Club collaborates with the Dramatic Club in the presentation of operettas in George Washington Hall.

CHOIR. The Chapel Choir consists of twenty-five students selected from the entire school for the excellence of their voices, musical ability, and seriousness of purpose. In their rehearsals, twice during the week and before the service on Sunday, they prepare the music to be sung in the Chapel, in which they maintain a high standard of choral singing. Twice each term, choirs from nearby girls' schools join with the Chapel Choir in the presentation of special musical services.

RELIGION

RELIGION 1. Two hours. This course is a study of religion in the making. It traces the development of the most important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This course is given to all members of the Lower Middle Class.

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RELIGION 2. Two hours. This is an elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content of the course differs somewhat from year to year and depends, to some degree, upon the background and the maturity of the students who have elected further work in this field. Some study is usually made of the various religions of mankind: such as Hinduism, Buddhism, Mohammedanism, and Confucianism. The course includes also a consideration of the great philosophies of the past: Epicureanism, Stoicism, Platonism, Aristotelianism. The course is concluded with an attempt to understand some of the different emphases and recent developments in Christian thought, both in this country and on the continent.

ANATOMY

Two hours. This survey course, for Seniors and Upper Middlers, is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics.

ANTHROPOLOGY

Two hours. An elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

PHILOSOPHY

Two hours. A Senior elective is offered in this subject with the object of giving background and direction to the curiosity about general ideas not uncommon among able youths at this age level. The course aims at creating an awareness of the contemporary significance of the persisting major problems of philosophy, especially those in the fields of ethics and politics. Although Joad's *Guide to Philosophy* and Russell's *History of Western Philosophy* are used as background texts, the chief work of the course consists of the careful reading and full discussion of key excerpts from masterpieces of philosophy, ancient and modern.

SOCIAL PROBLEMS

Two hours. This elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 12.38 P.M.
Athletics and Body-building	2.00 P.M. to 3.30 P.M.
Recitation and study hours	3.55 P.M. to 5.35 P.M.
Chapel	5.45 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few but definite rules to which the undergraduates are expected to adhere have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The

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accumulation of eight unexcused absences or eight demerits involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages will cause dismissal.

Smoking, subject to certain restrictions, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms or explosives of any description in their possession or to use them, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

EXPENSES

GENERAL INFORMATION

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid, or the scholarship earned, have benefited by the endowment funds.

No patron of the school in recent years has met the full cost of his son's Andover education. The total cost to the Academy for each student during the year 1949-50 was approximately \$2,150. Of this figure, \$1,400 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni and from other sources.

TUITION CHARGES

The tuition charge for each student at Phillips Academy is as follows: \$700 payable on October 1; \$350 payable on January 1; and \$350 payable on April 1. The net rate charge to scholarship students varies according to the need of the applicant. Each student, when assured of admission, is required to make a deposit of \$50 which is credited on his first regular school bill.

The tuition charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all

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authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, *Mechanical Drawing equipment, dues to school organizations, and unnecessary breakage and damage to school property.

MEDICAL INSURANCE

To assist parents in budgeting expense for consultants, surgeons, private nurses, and such hospitalization as may be necessary, our student insurance plan is provided. The cost is \$12.50 for the period beginning noon, September 18, 1950, and continuing until midnight, June 10, 1951. This charge is payable on October 1.

BREAKAGE DEPOSIT

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Classroom privileges may be denied to students whose bills are not settled when due. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

*See page 50 under Mechanical Drawing.

“EXTRAS”

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of “extras” are given. These are *not* charges made by or payable to the Academy.

Laundry (if done locally)	\$70
Pressing and cleaning	15
Books and supplies	40
Dues, publications, and charitable contributions	15
Miscellaneous, including spending money	60
	<hr/> \$200

The thrifty boy can, of course, cut these figures considerably, especially by mailing his laundry home and by purchasing second-hand text books. Scholarship boys can obtain most of their books through the Loan Library. Expenses for travel and for clothing (see page 35) are an entirely personal matter.

FINANCIAL AID FOR STUDENTS

Boys of strong character, ability, and ambition who need financial assistance are encouraged to apply for admission and for aid, even though not all requests can be met. The Scholarship Committee, in addition to awarding grants, exercises control over all student employment, such as work in the Commons and on campus concessions, which are organized under the Bureau of Self-Help. The anticipated revenue from such work is included in the over-all provision made for each boy on the scholarship list.

Scholarship awards vary in amount according to the applicant's need, with a few full scholarships of \$1400 for boys of special promise and great need. The Scholarship Committee requires a complete and definite statement of parents' financial

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circumstances, which will be kept confidential. Applications for renewal of aid, which should be made before April 1, will be considered in the light of the candidates' achievement and circumstances. All boys on the scholarship list are expected to maintain scholastic records compatible with their ability and to show in every possible way that they are cognizant of and deserving of the special opportunities which they enjoy. Under the Grant-Work Program, each scholarship boy is expected to perform some useful service about the school in partial return for the aid he receives.

Loans to help meet the annual charges may be arranged with the Treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES. For declamation. \$25 and \$15. Founded (1878) by Warren F. Draper, Class of 1843, (sustained since 1867).

MEANS PRIZES. For declamation of original essays. \$25, \$10, and \$5. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$50 to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

SCHWEPPE PRIZES. In English. Open to Senior and Upper Middle Classes. \$30 and \$20. Sustained by the late Charles H. Schweppe, Class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$12 and \$8. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$25. Founded (1923) by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

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LANGLEY PRIZE. For an essay by a Senior on Charles Dickens. \$10. Founded (1927) by Stephen S. Langley, Class of 1863.

LEONARD PRIZES. For declamation of original essays. \$10, \$6, and \$4. Open only to Juniors and Lower Middlers. Sustained (since 1942) by a friend in memory of the late Arthur W. Leonard, former Head of the English Department.

CARR PRIZES. For skill in oral English. \$20, \$12, and \$8. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, Class of 1922.

BURNS PRIZES. For an original poem. Three prizes of \$14 each to be awarded to one boy in each of the three upper classes. Founded (1944) by Mrs. Jules Burns in memory of her son, Lieutenant Charles Snow Burns, Class of 1941.

KATES PRIZE. For an essay in American Literature. \$20. Sustained (since 1950) by Sumner R. Kates, Class of 1938.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$25, \$10, and \$5. Founded (1879) by Joseph Cook, LL.D., Class of 1857.

WEIR PRIZE. In New Testament Greek. \$50. Founded (1928) by Rev. William N. Weir, Class of 1895.

DOVE PRIZES. In Latin. Open to Seniors. \$25, \$15, and \$5. Founded (1915) by George W. W. Dove, Class of 1853, (sustained since 1880).

DEPARTMENT PRIZES. For excellence in Latin translation, composition and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. \$10 and \$5. For recitation from memory of poetry or prose. \$10.

Open to students in Latin 2. Translation and composition. \$10 and \$5. For recitation from memory of poetry or prose. \$10.

Open to students in Latin 1. For recitation from memory of poetry or prose. \$10.

JOHNSON PRIZE. In Greek composition. \$10. Founded (1932) by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, Class of 1875, (sustained since 1924).

VALPEY PRIZES. In Latin composition. \$15.

In Greek composition. \$15.

Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, Class of 1854.

BENNER PRIZE. For excellence in first-year Greek. \$25. Sustained (since 1939) by the Rogers Associates, Inc. in honor of Allen Rogers Benner, Class of 1888, for forty-six years Professor of Greek in Phillips Academy.

CATLIN SCHOLARSHIP PRIZE. \$1000. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the Class of 1863.

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GERMAN

STEVENSON PRIZE. In German composition. \$10. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., Class of 1896, in memory of his father.

FRENCH

TAYLOR PRIZE. In French conversation or French composition. A selection of French books. Founded in part (1909) by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

DEPARTMENT PRIZES. For aural ability. First and second prizes in books awarded to those students in their first year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

SPANISH

HAYDEN PRIZE. Awarded to that member of the Junior or Lower Middle class who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. \$25. Founded (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile.

HISTORY

SMITH PRIZE. In American History before 1860. \$50. Sustained (since 1924) by Lloyd W. Smith, Class of 1892.

HAYMOND PRIZE. In American History. \$50, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of \$25 and \$10 respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, Class of 1942 and Thomas Arnette Haymond, Class of 1943.

LAUDER PRIZE. In English History. \$45. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., Class of 1897, (sustained since 1913).

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry. \$20 and \$15. Founded (1898) by E. B. Convers, Class of 1857.

EATON PRIZE. In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. Sustained (since 1938) by Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics.

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. \$25 and \$15. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

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RENSSELAER MEDAL. Awarded to that member of the graduating class who has done the best work in Mathematics and Science during his preparatory course.

BAILEY PRIZE. In Lower Middle Mathematics. \$15. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$10. Sustained (since 1900) by William S. Wadsworth, M.D., Class of 1887.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$45. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, trustee of Phillips Academy, 1912-1923.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest grade in the Physical Sciences. \$900. Founded in 1945 by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937.

MARSH PRIZE. In Biology. To a student in the school who has been outstanding in interest and attainment in the Biological Sciences. \$25. Sustained (1936-1949) by the Headmaster and (since 1950) by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day.

MUSIC

CUTTER PRIZE. For proficiency in orchestral, especially stringed, instruments. \$40. Founded (1925) by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840.

POYNTER PRIZE. For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. \$20. Founded (1943) in memory of Edward Pitkin Poynter of the Class of 1940, who gave his life for his country in the aviation service on July 15, 1943.

JONES PRIZE. For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$20. Founded (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943.

COLLIER PRIZE. Awarded for proficiency in the playing of the piano. \$25. Founded (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy.

ORGAN PRIZE. A prize for proficiency in organ. \$10. Sustained by an anonymous donor.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. Sustained (from 1932) and founded (1942) by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805.

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THOMPSON PRIZE. For improvement in drawing and painting. \$25. Given in memory of Augustus Porter Thompson, 3rd, Class of 1928.

ADDISON GALLERY ASSOCIATES PRIZE. For a student who has distinguished himself in art as well as in other activities. \$25. Sustained (since 1941) by the Addison Gallery Associates.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan.

OTHER PRIZES

FACULTY PRIZE. For the Senior graduating with the highest average in scholarship. \$100. Founded (1923) by Sanford H. E. Freund, Class of 1897, (sustained since 1912).

BYER MEMORIAL. A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, Class of 1938.

FULLER PRIZE. Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, Class of 1894.

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. Sustained (since 1944) by Eugene S. Bierer, Class of 1943.

IMPROVEMENT PRIZE. \$100. Given to a member of the Senior Class who has been a scholarship student at Andover for at least two years, whose growth in character has been outstanding. Given by a member of the Class of 1916.

YALE BOWL. Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

FEDERATION OF HARVARD CLUBS PRIZE. For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

BUTLER-THWING PRIZE. For the member of the Junior Class with highest marks in entrance examinations. \$20. Founded (1918) by Capt. Francis Butler-Thwing, Class of 1909.

SULLIVAN PRIZES. Four prizes, of \$200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan.

HOPKINS PRIZE. To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. \$200. Founded (1921) by Boetius H. Sullivan, Class of 1905, in memory of John P. Hopkins.

WARREN PRIZE. "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty." \$40.

PHILLIPS ACADEMY

Founded (1925) by Frank Dale Warren, Jr., Class of 1915, in memory of his father, of the Class of 1879.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$35. Founded (1931) by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his senior year.

REED SCHOLARSHIP PRIZE. "The income is awarded annually to a student of character and promise at the beginning of his Senior year." \$450. The William Thompson Reed Memorial was founded (1930) by his father and mother and members of his family, in memory of William Thompson Reed, Class of 1929.

BANCROFT PRIZE. For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. \$50. Awarded (since 1934) by the Headmaster.

COMMONS PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$10. Sustained (since 1945) by Dr. Willet L. Eccles, Registrar of Phillips Academy from 1930 to 1943.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934.

PHILLIPS SOCIETY SCHOLARSHIP PRIZE. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Founded (1934).

AURELIAN HONOR SOCIETY PRIZE. To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935.

FOX SCHOLARSHIP PRIZE. "To be awarded annually in the sum of \$1200 to a student preparing for Yale University who is in need of financial aid and who, in the opinion of the headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him an outstanding person in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given." Founded (1942) by Joseph C. Fox of the Class of 1934 in memory of his father, the late Alan Fox of the Class of 1899.

LORD PRIZE. Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Founded (1946) by Mason Faulconer Lord, Class of 1944.

HOCKEY PRIZE. To a member of the Hockey Team who is in good scholastic standing and who during his association with hockey at the school has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Sustained (since 1944) by Sumner Smith, Class of 1908.

SCHUBERT KEY. Awarded annually to a member of the Senior Class who has excelled in varsity athletics and who best has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field.

PHILLIPS ACADEMY

A key. Sustained (since 1944) by the Eta Delta Phi Society in memory of Edmund John Schubert of the Physical Education Department.

RICHARD JEWETT SCHWEPPE PRIZE. Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. \$40. Founded (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804).....	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.	7,762.64
FARRAR (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
CLARKE (1870). James G. Clarke, Class of 1837, in memory of his mother, Jane Aiken Clarke.....	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1844, in memory of his brother, of the Class of 1847. For boys from Andover.	500.00
CLASS OF 1878 (1878).....	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
FRENCH (1879). Hiram W. French, of Andover.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.....	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the Class of 1875	1,000.00
STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, Class of 1875	1,450.14

PHILLIPS ACADEMY

WARREN F. DRAPER (1890). Warren F. Draper, Class of 1843	1,000.00
CHARLES L. FLINT (1890). Charles L. Flint, Class of 1841. Preference to boys from Middleton, Mass.....	5,000.00
HENRY P. HAVEN (1890). Henry P. Haven, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
DOWE (1892). Joseph Dowe, Class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the Class of 1840.....	1,000.00
MARY W. HOLBROOK (1900). Mary W. Holbrook.....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the Class of 1908	5,000.00
GEORGE RIPLEY (1908). George Ripley, of Andover.....	2,500.00
T. A. HOLT (1909). T. Augustus Holt, of Andover. For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913). Allan Morse Penfield, Class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the Class of 1889.....	1,425.00
ABRAHAM B. COFFIN (1924). Abraham B. Coffin, Class of 1852	2,000.00
SAMUEL M. EVANS (1922). Samuel M. Evans, Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting.....	2,515.65
JAMES H. HASTE (1930; 1933). James H. Haste, Class of 1894.....	241,074.18

PHILLIPS ACADEMY

HENRY WALDO GREENOUGH (1931). Henry W. Greenough, Class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932). Moncrieff M. Cochran, Class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00
OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.....	500.00
DAVID AND LUCY HAYWARD SHAW (1939). David and Lucy Hayward Shaw. Preference to boys from Andover.....	10,000.00
WINTHROP H. SMITH (1943). Winthrop H. Smith, Class of 1912...	5,000.00
ARTHUR L. KERRIGAN (1945). Arthur L. Kerrigan, Class of 1915	2,500.00
ABBOT STEVENS (1945). Abbot Stevens, Class of 1907.....	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, Class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946). Leonard A. Hockstader, Class of 1896.....	2,500.00
ROBERT D. MILLS (1947). Robert D. Mills, Class of 1893.....	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.....	2,000.00
SUMNER SMITH (1949). Balance of income after \$25 Hockey award (see page 65)	1,142.31
NEWTON-HINMAN (1950). Ahlers Association in honor of Frederick E. Newton, '93, and George W. Hinman, '94, former instructors at Phillips Academy and faculty guardians of the PBX Society.....	22,243.17
SOCIETY SCHOLARSHIPS. The following funds for general scholarship purposes were created by the school in 1950 at the time of the dissolution of the Society system at Andover.	
AGC SOCIETY (1950). The Rogers Associates, Inc.....	24,461.94
Balance of income after the Benner Prize (see page 61)	
AUV SOCIETY (1950). The AUV Corporation.....	35,000.00
EDP SOCIETY (1950). The Eta Delta Phi Society.....	5,000.00
Balance of income after the Schubert Key (see page 65).	
FLD SOCIETY (1950). The Davison Associates, Inc.....	19,172.89
KOA SOCIETY (1950). The Blodgett Association.....	35,000.00
PAE SOCIETY (1950). The Cooley Association.....	35,000.00

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PBX SOCIETY (1950). See Newton-Hinman above.

PLS SOCIETY (1950). The Phi Lambda Sigma Association. . . 17,000.00

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.	5,000.00
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, Class of 1912, who died in the military service of the United States, 1918. . . . "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	6,000.00
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892. "The income is used annually for the assistance of a worthy student or students of limited means."	10,000.00
GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen. "The income is awarded annually to a deserving student of character and promise and of limited means."	5,000.00
REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895. "The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."	3,000.00
CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906. "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."	5,000.00
ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, of the Class of 1897. "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."	5,000.00
SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the Class of 1923. "The income is awarded annually at the close of his Upper	5,000.00

PHILLIPS ACADEMY

Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

HENRY S. VAN DUZER, CLASS OF 1871. (1928, sustained since 1912). (A part of this fund is for a College Freshman scholarship).....	12,500.00
(a) ANDOVER-HARVARD. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."	
(b) HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."	
SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the Class of 1898	5,000.00
AUGUSTUS PORTER THOMPSON (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, Class of 1892.....	5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."	
RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the Class of 1922.....	2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."	
CHARLES W. CARL (1945). Charles W. Carl, Class of 1910.....	7,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."	
HERBERT E. STILWELL (1945). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the Class of 1941, who was lost in the English Channel on a mission during the war.....	10,000.00
"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."	
MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891.....	5,000.00

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"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."

MACINTYRE (1946). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents.	10,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."	
RAY A. SHEPARD (1949). Friends of Ray A. Shepard, former Athletic Director of Phillips Academy.	2,580.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."	
SUISMAN FOUNDATION (1949). Suisman Foundation, Inc.	5,000.00

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

*WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within

*See page 21 under "Plan of Residence."

PHILLIPS ACADEMY

a short distance of the other school buildings and offer accommodations for fifty Juniors.

*ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors.

*FACULTY HOUSES

The following twenty-eight houses, known as Faculty Houses, provide accommodations in relatively small groups for most of the Lower Middle Class and for a few members of the two upper classes:

Abbot House	French House	Pease House
America House	Frost House	Salisbury House
Blanchard House	Greene House	Samaritan House
Carter House	Hardy House	Smith House
Cheever House	Hayward House	Stowe House
Churchill House	Jackson House	Tilton House
Clement House	Merrill House	Tucker House
Coy House	Moody House	Williston House
Farrar House	Park House	Woods House
Fay House		

*DORMITORIES

FOXCROFT HALL (1809), two entries for eleven boys each.

BARTLET HALL (1821), two entries for sixteen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

PEMBERTON COTTAGE (1893), for eight boys. The gift of Melville C. Day, class of 1858.

*See page 21 under "Plan of Residence."

PHILLIPS ACADEMY

ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries totalling twenty-six boys. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries for twenty-three boys each.

DAY HALL (1911), two entries for twenty-four boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for eighteen boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph,

PHILLIPS ACADEMY

and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the morning assembly is often held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHURCH (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), was given by

Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825. The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., Saturdays from 8 A.M. until 6 P.M., and Sundays from 2:30 P.M. until 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

SUMNER SMITH ARTIFICIAL-ICE HOCKEY RINK. On the north-east side of the "Cage" is an out-door, artificial-ice hockey rink constructed in 1950 through alumni generosity. Its skating surface is usable in temperatures up to fifty degrees, and the hockey season has thereby been greatly lengthened. During the balance of the year its cement surface is marked off for two all-weather tennis courts.

PHILLIPS ACADEMY

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to

PHILLIPS ACADEMY

5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in World War 1. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

In 1950 the dissolution of the fraternity system at Andover made the following buildings available for the uses indicated:

Alumni House serves as a gathering place for returning alumni. It contains sleeping, eating, and recreational facilities.

Benner House furnishes a centrally located snack bar open to the entire school community at appropriate hours.

Coolley House serves as the headquarters for the Athletic Association and includes sleeping and recreational facilities for visiting teams.

Graham House is the headquarters of the Phillips Society and its many social gatherings.

Senior House is the social and recreational center for the entire Senior Class.

GROUNDS

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a

PHILLIPS ACADEMY

gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The Andover Summer Session will open on Tuesday, June 26th, and close on Wednesday, August 22nd, 1951. The Summer Session Catalogue will be available for distribution after February 1st. Requests for catalogues and inquiries about admission should be addressed to the Director of the Andover Summer Session, Andover, Massachusetts.

OLIVER WENDELL HOLMES LIBRARY

ARTHUR B. DARLING, Ph.D., *Director*

ELIZABETH EADES, A.B., S.B., *Assistant to the Director*

RUTH BROWN, A.B., *Cataloguer and Keeper of
the Forbes Vergiliana*

MRS. DOROTHY B. BLOOM, S.B., *Assistant Cataloguer*

RUTH ARMITAGE, A.B., *Assistant in the Library*

VIRGINIA REMINGTON, *Secretary*

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are 71,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

This modern library began about 1906 with the collections of Archibald Freeman, instructor in history. By 1912 there were 5,000 books under the care of a librarian. The circulation amount-

PHILLIPS ACADEMY

ed to four books a day; attendance averaged thirty-three. During the last year the largest daily circulation reached 194 with an estimated daily attendance close to 900. The Library is open to the community, but its major interest is naturally in the boys of the Academy. The Garver Room provides them with several thousand volumes of reference and study, with the adjoining stacks open to their use. There are tables, lights, and seats for a hundred. In the Freeman Room, with its open fire and easy chairs for twenty-five or thirty, there are available some two thousand books and magazines for the boys' enjoyment. The Library subscribes to or receives as gifts 122 periodicals and nine newspapers. The Poynter Room contains three to four hundred books for little children in the neighborhood.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 247 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, *Director*

FREDERICK JOHNSON, *Curator*

ALFRED VINCENT KIDDER, *Research Associate in
Southwestern Archaeology*

ROSEMARY A. SHEEHY, *Secretary*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list which is available at the museum office.

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*

ANTOINETTE THIRAS, *Secretary and Registrar*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in

the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

PHILLIPS ACADEMY

COLLEGE MATRICULANTS OF THE CLASS OF 1950

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Alabama, University of	1	Middlebury	1
Amherst	5	New Hampshire, University of	2
Boston University	1	New Mexico, University of	1
Bowdoin	2	North Carolina, University of	1
Brown	7	Northwestern	5
California Institute of Technology	2	Pennsylvania, University of	3
Colby	1	Princeton	29
Colgate	1	Rochester, University of	1
Columbia	1	Swarthmore	2
Cornell	14	Stanford	5
Dartmouth	7	Texas, University of	1
Duke	3	Trinity	1
Georgia School of Technology	1	Tufts	1
Harvard	64	United States Military Academy	1
Havana, University of	1	United States Naval Academy	1
Haverford	3	Virginia, University of	1
Kenyon	1	Washington University	1
Lehigh	1	Wesleyan	2
Maine, University of	1	Williams	6
Massachusetts, University of	1	Wooster	1
Massachusetts Institute of Technology	4	Yale	46
Michigan, University of	1		
			<hr/>
			235

REPRESENTATION

Massachusetts	185	Arkansas	2
New York	139	Nevada	2
Connecticut	65	Arizona	1
New Jersey	37	Colorado	1
Pennsylvania	34	Iowa	1
Ohio	24	Kansas	1
Florida	15	Mississippi	1
Illinois	15	Oklahoma	1
Texas	15	Wisconsin	1
Michigan	14	District of Columbia	8
California	13	Puerto Rico	7
North Carolina	12	Hawaii	2
Maine	10		
Missouri	9	Canada	6
New Hampshire	9	China	3
Virginia	8	Aruba, N.W.I.	2
Maryland	7	Bermuda	2
Kentucky	5	Colombia, S. A.	2
Rhode Island	5	Cuba	2
South Carolina	5	Mexico	2
Vermont	5	Brazil	1
West Virginia	5	England	1
Indiana	4	France	1
Louisiana	4	Japan	1
Tennessee	4	Lebanon [Beirut]	1
Washington	4	Nassau, Bahamas, B.W.I.	1
Alabama	3	Nicaragua, C.A.	1
Delaware	3	Uruguay	1
Georgia	3		
Minnesota	3		

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PHILLIPS ACADEMY

STUDENTS 1950-1951

SENIORS

Abroms, Gene Mayer <i>Dermott, Ark.</i>	Belcher, John Garrettsen <i>Menlo Park, Calif.</i>
Acker, Peter Halbert <i>Shaker Heights, Ohio</i>	Berkowitz, Harry William <i>Woodstock, N. Y.</i>
Ackerson, Edmund Edwards <i>Washington, D. C.</i>	Bernardin, George Flynn <i>Andover</i>
Adkins, Douglas Lee <i>New York, N. Y.</i>	Booth, Stephen Walter <i>New Milford, Conn.</i>
Adkins, Winthrop Ross <i>New York, N. Y.</i>	Born, Dirck Ten Broeck <i>Cambridge</i>
Alexander, Arthur Stirling <i>San Francisco, Calif.</i>	Bradley, Charles Alexander, 3d <i>Corning, N. Y.</i>
Allenby, Norman Richard <i>Falmouth</i>	Bradley, John Anthony Kershaw <i>Greenwich, Conn.</i>
Amick, Robert Myrl <i>Bound Brook, N. J.</i>	Bradley, William Edward <i>Corning, N. Y.</i>
Anderson, Edward Everett <i>Durham, N. C.</i>	Brandauer, Frederick Paul <i>Arlington</i>
Anderson, John Timothy <i>Bemus Point, N. Y.</i>	Brelsford, Robert Gordon <i>Tyler, Texas</i>
Anderson, William Henry Locke, Jr. <i>East Liverpool, Ohio</i>	Brennan, Edward John <i>Amsterdam, N. Y.</i>
Ansini, Ronald Marvin <i>Miami Beach, Fla.</i>	Brennan, Peter Dunn <i>Bradford, Pa.</i>
Ayscue, Edwin Osborne, Jr. <i>Monroe, N. C.</i>	Brown, Roland Russell <i>Washington, D. C.</i>
Bachner, Robert Lawrence <i>New York, N. Y.</i>	Burton, Robert Ward <i>Lawrence</i>
Bailey, Stephen Davis <i>Gilbertsville, N. Y.</i>	Candee, Mark Chunn, Jr. <i>Greenwich, Conn.</i>
Baldwin, Peter Arthur <i>Andover</i>	Cardwell, Mario Donald <i>North Andover</i>
Bartlett, Joseph Warren, 2d <i>Bedham</i>	Carey, Edward John, Jr. <i>Andover</i>
Barton, Robert Joyce <i>Pasadena, Calif.</i>	Carter, James Rose, Jr. <i>Boston</i>
Beardsley, Robert Buchanan <i>Elkhart, Ind.</i>	Castle, John Whitcomb <i>Sandwich, Ill.</i>
Behan, Robert Francis <i>New Haven, Conn.</i>	Chaplin, James Crossan, 4th <i>Sewickley, Pa.</i>
Behringer, Blair Rice <i>Jackson Heights, L. I., N. Y.</i>	Chen, Wen-liang <i>Hongkong, China</i>

PHILLIPS ACADEMY

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| Clark, Selden White
<i>Deerfield, Ill.</i> | Featherman, Leland
<i>Elmira, N. Y.</i> |
| Cloud, John Moorhead
<i>Englewood, N. J.</i> | Findlay, Charles Noyes
<i>New York, N. Y.</i> |
| Coakley, William Daniel
<i>Watertown</i> | Fishman, Michael Elihu
<i>New Haven, Conn.</i> |
| Cobb, John Wyman
<i>Portland, Maine</i> | Flanders, James William, Jr.
<i>Meriden, Conn.</i> |
| Cohen, Leonard Gilbert
<i>Stamford, Conn.</i> | Ford, Lewis Stanley
<i>Leonia, N. J.</i> |
| Conway, Allan Banker
<i>Troy, N. Y.</i> | Franklin, Curtis, Jr.
<i>Mountain Lakes, N. J.</i> |
| Cooke, William Latimer, Jr.
<i>Charleston, W. Va.</i> | Franz, Philip Fulton
<i>Akron, Ohio</i> |
| Craig, Albert Douglas Price
<i>Elmira, N. Y.</i> | Friedmann, Hugh Christian
<i>Hawthorne, N. J.</i> |
| Crowther, William Edward, Jr.
<i>Fall River</i> | Gilbert, Roger, Jr.
<i>Greenwich, Conn.</i> |
| Curtis, Chase Scully
<i>Clinton, Iowa</i> | Gilland, Wilmot Gibbes
<i>Ballston Spa, N. Y.</i> |
| Cutting, Lloyd Wilfred, Jr.
<i>Southport, Conn.</i> | Gillespie, Gerald Ernest Paul
<i>East Cleveland, Ohio</i> |
| Davenport, Franklyn John
<i>Newton Center</i> | Gilmour, Francis Courtlandt Raoul
<i>Paget, Bermuda</i> |
| deLahunta, Alexander
<i>Concord, N. H.</i> | Goffart, Walter Andre
<i>New York, N. Y.</i> |
| Denison, John Hopkins, 3d
<i>Greenwich, Conn.</i> | Goodman, Morris Franklin
<i>Miami Beach, Fla.</i> |
| Dibbins, Albert William
<i>Melrose</i> | Goodman, William Ernest, 4th
<i>Philadelphia, Pa.</i> |
| Doak, James Henry, Jr.
<i>Meriden, Conn.</i> | Goodnow, John Maker, Jr.
<i>Greenbush</i> |
| Doran, Robert Wren
<i>Wellesley Hills</i> | Graham, Douglas Hume
<i>Erie, Pa.</i> |
| Douglas, Robert Gordon, Jr.
<i>Pelham, N. Y.</i> | Griffin, Walter Augustine, Jr.
<i>Lawrence</i> |
| Dove, Thomas Christopher, Jr.
<i>Monroe, N. C.</i> | Grossmann, John Rudolph
<i>Montreal, Canada</i> |
| Duerr, Hans Wolfgang
<i>Binghamton, N. Y.</i> | Handley, Lawrence Merkel
<i>Chappaqua, N. Y.</i> |
| Duffy, William Bernard, Jr.
<i>North Andover</i> | Hare, Hugh Gerald
<i>West Newton</i> |
| duPont, Anthony Averell
<i>Wilmington, Del.</i> | Hayes, Sewell Staples
<i>Melrose</i> |
| Eckert, Robert Kreider
<i>Mount Gretna, Pa.</i> | Heinsohn, Douglas Lylburn
<i>Knoxville, Tenn.</i> |
| Esguerra, Fernando
<i>Bogota, Colombia, S. A.</i> | Higgins, Harold Palmer
<i>Norwich, Conn.</i> |
| Everett, Donald Fales
<i>Norwood</i> | Hitchcock, Bryan
<i>Waterbury, Conn.</i> |

PHILLIPS ACADEMY

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|---|---|
| Horowitz, Paul Sumner
<i>Brockton</i> | Kreulen, Roelof Anton, Jr.
<i>New York, N. Y.</i> |
| Houk, John Talbott, Jr.
<i>Sea Island, Ga.</i> | Krukonis, Edward Eugene
<i>Lawrence</i> |
| Houlihan, Gerald Chapin
<i>Short Hills, N. J.</i> | Lasley, Jerry Kingsley
<i>Flemington, N. J.</i> |
| Howard, John Franklyn
<i>Winter Haven, Fla.</i> | Lea, James Dighton
<i>El Paso, Texas</i> |
| Howell, John Llewelyn
<i>Rochester, Minn.</i> | Lee, William Ming-Sing
<i>Hongkong, China</i> |
| Howerton, Philip Thomas
<i>Charlotte, N. C.</i> | Levey, Raphael Hertz
<i>Princeton, N. J.</i> |
| Hoyt, Franklin Sherman, 2d
<i>West Newton</i> | Liedell, James Edwin
<i>Brookside, N. J.</i> |
| Hueber, Noel Richard, Jr.
<i>Syracuse, N. Y.</i> | Loberg, Paul Wellington
<i>Jacksonville, N. Y.</i> |
| Humphreys, Robert Gordon
<i>Greenfield, Oldam, England</i> | Logan, Francis Matthew, Jr.
<i>Lawrence</i> |
| Ingersoll, John Campbell, Jr.
<i>Halesite, N. Y.</i> | LoPresti, Alfred Edmond, Jr.
<i>Winthrop</i> |
| Irwin, Ivan, Jr.
<i>Dallas, Texas</i> | Lynch, Hubbard, Jr.
<i>Fairfield, Conn.</i> |
| Jackson, Robert Davis, Jr.
<i>Ridgefield, Conn.</i> | MacAskill, Everett, Jr.
<i>Andover</i> |
| Jessup, Robert Burnham
<i>Cynwyd, Pa.</i> | McCarthy, James Peter
<i>Port Washington, L. I., N. Y.</i> |
| Johnston, Oswald Leon, Jr.
<i>New York, N. Y.</i> | McColm, Douglas Woodruff
<i>Westport, Conn.</i> |
| Jones, Leonard Lucius Maro
<i>Andover</i> | McGovern, James Bruce
<i>Winchester</i> |
| Kaledin, B. Eugene
<i>Long Island City, L. I., N. Y.</i> | Mancini, Joseph Philip, Jr.
<i>Malden</i> |
| Kanter, Ira Edward
<i>Newton</i> | Marcus, Robert Alan
<i>New York, N. Y.</i> |
| Kapelson, Richard Allan
<i>Methuen</i> | Maxwell, Philip Patrick, Jr.
<i>Honolulu, T. H.</i> |
| Kelsey, Irving John
<i>Perth Amboy, N. J.</i> | Mayer, Frank Dewey, Jr.
<i>Chicago, Ill.</i> |
| Kern, Donald Ellsworth
<i>Huntingdon Valley, Pa.</i> | Mayer, Worthington Scranton
<i>Dalton, Pa.</i> |
| Kimball, Frederic Menner
<i>St. Louis, Mo.</i> | Melville, Douglas Freeman
<i>Sykesville, Md.</i> |
| Kimball, Robert Scott, 3d
<i>Reno, Nev.</i> | Merrick, Robert Leighton
<i>Greenville, S. C.</i> |
| Kipka, Robert Edward
<i>Cleveland Heights, Ohio</i> | Mickles, Lindsay Macy
<i>Weston</i> |
| Koch, Albin Cooper
<i>Sewickley, Pa.</i> | Miller, Daniel LeRoy
<i>Erie, Pa.</i> |
| Kostick, Milton James
<i>East Lynn</i> | Moe, Albert Gerhard
<i>Arlington, Va.</i> |

PHILLIPS ACADEMY

- Morgan, George Sumner Barton
Amherst
 Morgan, Roger Philip
Cromwell, Conn.
 Mowbray, Louis Kempe
The Flatts, Bermuda
 Murphy, Thomas Michael
Chestnut Hill
 Nef, Edward Victor
Ontario, Canada
 Negus, Sidney Stevens, Jr.
Richmond, Va.
 Newell, John Osgood, Jr.
New York, N. Y.
 Nollett, Patrick George
Paris, France
 Ogden, John Boyd, Jr.
Columbus, Ohio
 O'Hearn, Robert Joseph
Jamesville, N. Y.
 Olmstead, George Edward, Jr.
Longmeadow
 Parssinen, Antero Toimi
Tuxedo Park, N. Y.
 Pates, James Johnston, Jr.
Northport, L. I., N. Y.
 Peterson, Donald Marvin
Lakewood, N. Y.
 Pettus, Thomas Wright, Jr.
St. Louis, Mo.
 Piel, Mark
New York, N. Y.
 Plaisted, Edward Endicott
Methuen
 Plews, John Harry Rice
Edgewater, Md.
 Potter, Paul Himmelsbach
Buffalo, N. Y.
 Pratt, Frederick Alcott
Concord
 Putney, Robert Emerson, Jr.
Rydal, Pa.
 Quackenbush, Paul Henry, 2d
Herkimer, N. Y.
 Quainton, Anthony Cecil Eden
Seattle, Wash.
 Rackey, John Winslow
Crestwood, N. Y.
 Raine, Ashby Kendall
Richmond, Va.
 Reed, Nathaniel
Dedham
 Regan, Thomas Joseph
Merrick, L. I., N. Y.
 Reno, Lawrence Richard
Denver, Colo.
 Richards, David Read
Waco, Texas
 Richmond, Clinton Quackenbush, 2d
Jaffrey, N. H.
 Rider, George Salkeld King
Brightwaters, L. I., N. Y.
 Rush, Lockwood
Paoli, Pa.
 Ryder, Robert Daly
Hamden, Conn.
 Sanderson, Richard George
Abington
 Sandford, Eugene Halsey
Louisville, Ky.
 Scheiwe, John Paul
Glen Rock, N. J.
 Schultz, Jordan Marsh
Chapel Hill, N. C.
 Sengelmann, Klaus
Managua, Nicaragua, C. A.
 Shoffner, Ralph Merl
Kittanning, Pa.
 Sides, Winfield Michael, Jr.
Andover
 Skane, Albert Richard
Reading
 Smith, James Moore, Jr.
Cincinnati, Ohio
 Smith, Peter Read
Barneveld, N. Y.
 Spencer, Oliver Edmund
West Hartford, Conn.
 Spruance, Preston Lea, Jr.
Greenville, Del.
 Steadman, Richard Cooke
Honolulu, T. H.
 Stengel, Robert Miller
Buffalo, N. Y.
 Stern, Peter Albert
Andover
 Stewart, George Clark
Pasadena, Calif.
 Stone, Alan Noyes
Cortland, N. Y.

PHILLIPS ACADEMY

- | | |
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| <p>Strand, Kearney William, Jr.
<i>East Stanwood, Wash.</i></p> <p>Strzetelski, George Tadeush
<i>Levittown, L. I., N. Y.</i></p> <p>Sutherland, Robert Bruce
<i>Port Washington, L. I., N. Y.</i></p> <p>Sutton, Thomas Dwight
<i>Sewickley, Pa.</i></p> <p>Svensson, Eric Chisholm
<i>West Roxbury</i></p> <p>Sylvester, Charles Thomas
<i>Norfolk, Va.</i></p> <p>Taylor, John Madison
<i>New York, N. Y.</i></p> <p>Taylor, Reuben W., Jr.
<i>Chihuahua, Chih., Mexico</i></p> <p>Tela, Sebastian Paul
<i>Lawrence</i></p> <p>Tenney, James Milton
<i>Ingram, Texas</i></p> <p>Terry, Whitelaw Todd, Jr.
<i>St. Louis, Mo.</i></p> <p>Thatcher, Morris Llewellyn
<i>Englewood, N. J.</i></p> <p>Thompson, Robert Farris, Jr.
<i>El Paso, Texas</i></p> <p>Townsend, Charles Hitchcock
<i>Washington, D. C.</i></p> <p>Twomey, John Spillane, Jr.
<i>Pelham, N. Y.</i></p> <p>Ullman, James Ramsey, Jr.
<i>New York, N. Y.</i></p> <p>Ullman, Richard Henry
<i>San Antonio, Texas</i></p> <p>Upton, Charles Hiram, 3d
<i>Middlebury, Conn.</i></p> | <p>Upton, John Hulme
<i>Ann Arbor, Mich.</i></p> <p>Van Alstyne, William Beekman, 3d
<i>Montreal West, P. Q., Canada</i></p> <p>Vance, Richard Claybourne
<i>St. Louis, Mo.</i></p> <p>Wales, Walter D.
<i>Oneonta, N. Y.</i></p> <p>Ward, Arthur Boyd
<i>Darien, Conn.</i></p> <p>Ward, Thomas Raymond
<i>Rochester, N. Y.</i></p> <p>Webster, Robert Kenly
<i>Englewood, N. J.</i></p> <p>Weicker, Frederick Ernest, Jr.
<i>Durango, Mexico</i></p> <p>West, David Armstrong
<i>Beirut, Lebanon</i></p> <p>Winston, John Bruder
<i>New York, N. Y.</i></p> <p>Work, John David
<i>Parkersburg, W. Va.</i></p> <p>Wright, Thomas Wilson
<i>Minneapolis, Minn.</i></p> <p>Wu, Percy Liang-yu
<i>Waltham, Mass.</i></p> <p>Yamamoto, Sukeyasu
<i>Tokyo, Japan</i></p> <p>Yatsu, Frank Michio
<i>Cleveland, Ohio</i></p> <p>Youman, Alfred Eliot
<i>New York, N. Y.</i></p> <p>Yungblut, Gibson Roessler
<i>Cincinnati, Ohio</i></p> |
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Seniors—227

UPPER MIDDLE

- | | |
|---|--|
| <p>Abrahams, Lawrence Michael
<i>Nashville, Tenn.</i></p> <p>Adams, Peter Warne
<i>Greenwich, Conn.</i></p> <p>Alberts, Dellson Shalit
<i>Brookline</i></p> <p>Anderson, Robert Davis
<i>Welland, Ontario, Canada</i></p> <p>Angelis, George Van
<i>Worcester</i></p> | <p>Arnold, Ernest William, Jr.
<i>Grafton</i></p> <p>Babin, David Stuart
<i>Forest Hills, N. Y.</i></p> <p>Baker, James Estes
<i>Suffolk, Va.</i></p> <p>Barnes, Gordon Donald
<i>Poughkeepsie, N. Y.</i></p> <p>Barth, Robert Hood, Jr.
<i>Ridgewood, N. J.</i></p> |
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PHILLIPS ACADEMY

- Bartlett, Peter Barry
Sharon, Pa.
- Bay, Eugene Albert, Jr.
Flushing, L. I., N. Y.
- Berlack, Evan Raden
Ossining, N. Y.
- Bilsky, Lester James
University City, Mo.
- Bodman, John Oramel
Winchester
- Bourne, Donald Wilson
Far Hills, N. J.
- Brace, Lloyd DeWitt, Jr.
Charles River
- Braun, Stuart Lee
Pikesville, Md.
- Brittin, Geoffrey Mellor
Auburn, Ala.
- Bromberg, Myron James
Passaic, N. J.
- Brown, Charles Sidney
New York, N. Y.
- Bugbee, Gordon Pritchard
Grosse Pointe Farms, Mich.
- Bull, Mason, Jr.
Morrison, Ill.
- Bullen, Pierce Kendall
Gainesville, Fla.
- Byington, Homer Morrison, 3d
Washington, D. C.
- Carnahan, David Hamilton
Jamestown, N. Y.
- Carter, James Coolidge, Jr.
Pasadena, Calif.
- Charnas, Stephen
New York, N. Y.
- Coonradt, Frederick Munger
New Hartford, N. Y.
- Cooper, Henry Spotswood Fenimore
New York, N. Y.
- Corbin, Neal Harrison
Chester, Conn.
- Cotton, Richard Barclay
Natick
- Crehore, Joseph Frederick
Wenham
- Crosby, William Edgar, 3d
Brookline
- Curran, Christopher Ambrose
Chicago, Ill.
- Cuthbertson, Robert John
Greenwich, Conn.
- Davis, George Washington, 3d
Bessemer, Ala.
- Davis, Steven Ilsley
Glens Falls, N. Y.
- Dean, Edward Paige, Jr.
Andover
- DeMerell, Richard Noel
Scarsdale, N. Y.
- Dent, Frederick Rodgers, 3d
Dayton, Ohio
- DeVoe, Lawrence Harkness
New York, N. Y.
- Dinsmoor, John Carpenter, Jr.
Boston
- Doggett, William Kirk, Jr.
Englewood, N. J.
- Donegan, Denis Peter
Farmingdale, L. I., N. Y.
- Downey, James Lewis
East Haven, Conn.
- Dubon, Luis Eugenio, Jr.
Santurce, Puerto Rico
- Durfee, Charles Gibson, 3d
Teaneck, N. J.
- Dyke, Peter Donaldson
Pittsburgh, Pa.
- Eld, Peter Fuller
Far Hills, N. J.
- Ellison, Arthur Berry
Swampscott
- Elson, Edward Elliott
Norfolk, Va.
- Eulencamp, Howard Louis
Great Neck, N. Y.
- Fachon, Eugene Emil
Edgewood, R. I.
- Faigel, Harris Cantor
Lawrence
- Fajardo, Ricardo Liévano
Bogota, Colombia, S. A.
- Falvey, Donald, Jr.
Swampscott
- Farber, Herbert Jay
New York, N. Y.
- Farrar, Lloyd Phillip
Clemson, S. C.
- Fawcett, Frank Conger
Newton

PHILLIPS ACADEMY

- Filides, Michael Charles
Concord, N. H.
- Finn, Robert Earl
Chestnut Hill
- Finnie, Bruce
Cleveland, Ohio
- Fisher, Louis Antony
Bradford, Pa.
- Fisher, Robert Greeff
New Canaan, Conn.
- Flather, Charles Randolph
Providence, R. I.
- Foote, Ray Palmer, Jr.
Englewood, N. J.
- Fortmiller, Hubert Clare, Jr.
Brookline
- Freedlender, Arthur Elliott
Haverhill
- Ganem, Alan Joseph
Swampscott
- Gates, Edward Leigh, Jr.
Manchester
- Georgiew, Stefan
Bethlehem, Pa.
- Gitter, Dean Lawrence
Malden
- Goodman, Aubrey Louis, Jr.
Waco, Texas
- Goodspeed, Robert Crampton
Grand Rapids, Mich.
- Gordon, Donald Anderson
Norwell
- Gordon, Robert Frederick
Lowell
- Greene, Charles Richard, Jr.
Aruba, Netherlands West Indies
- Guthrie, Robert Larason
Fair Haven, N. J.
- Hafner, John Norris
Louisville, Ky.
- Hammons, James Hutchinson
Noroton, Conn.
- Harshman, Warren Blair
Cincinnati, Ohio
- Hartwick, Richard John
Manchester, Conn.
- Hebard, John Brigham
Salem
- Henderson, Frederick John
Winter Haven, Fla.
- Henderson, Graeme Wearn
Charlotte, N. C.
- Hill, David Snow
Mount Vernon, Ohio
- Hinkson, Roger Leo, Jr.
Hempstead, L. I., N. Y.
- Holladay, Collis Huntington, Jr.
San Marino, Calif.
- Holt, Hamilton Bowen, 2d
Hampton, Conn.
- Horn, John Fraser, 2d
New York, N. Y.
- Howell, Charles Morgan, 3d
Kansas City, Mo.
- Hughart, Barry
Bonita, Ariz.
- Hurley, Edmund Michael
Brookline
- Hutchins, Warren Clifton
Camden, S. C.
- James, Warner Thompson
Brooklyn, N. Y.
- Jameson, Paul Walter
Salem
- Jensen, Thomas Evans
Bethlehem, Pa.
- Johnstone, Duane Clark
Grafton
- Jones, David Mattern
Tyrone, Pa.
- Juthe, Stanley Norman, Jr.
East Wolfboro, N. H.
- Kalil, Charles Jeffrey
Lawrence
- Kern, James Austin
Leonia, N. J.
- King, Charles Bowler, Jr.
Washington, D. C.
- Kinsey, Boyden, 3d
College Park, Ga.
- Kirkham, Walter Rich
Cleveland, Ohio
- Kohler, Peter Galt
Kohler, Wis.
- Laidlaw, Francis Welch
Mt. Kisco, N. Y.
- Lane, Frederick Hall, 4th
Oakham
- Langmuir, Donald
Nashua, N. H.

- Lanouette, Joseph Edward Adolph
São Paulo, Brazil
- Larsen, Robert George
Newton
- Latour, Donald Deacon
Bronxville, N. Y.
- Leete, Robert Burnap
Longmeadow
- Lewis, Edwin Francis, Jr.
Andover
- Lewis, William Ralph, Jr.
Columbia, S. C.
- Li, James Kung-Wei
Nanking, China
- Lipton, Ronald Abbott
Miami Beach, Fla.
- Lish, Gordon Jay
Lawrence, L. I., N. Y.
- Logan, John Joseph
New Haven, Conn.
- Ludlow, William Harold
Binghamton, N. Y.
- Luhrmann, George William, Jr.
Cedar Brook, N. J.
- Lundborg, Walfrid Gustaf, Jr.
West Hartford, Conn.
- McCarthy, Laurence James
Watertown
- McCoy, William Daniel, Jr.
Waban
- MacDonald, Stuart Graeme
Weston, Vt.
- McGregor, Douglas, Jr.
Longmeadow
- McIntyre, Douglas Peter
Wareham
- MacKown, Craig
West Hartford, Conn.
- McLaughlin, Charles Edward
Reading
- Majewski, Andrew Kazimier
New York, N. Y.
- Markert, Robert Henry
Andover
- Martin, Harry Frank, Jr.
Marblehead
- Messer, Alan Williams
York Village, Me.
- Milburn, Robert Ernest
Charlotte, N. C.
- Miller, Charles Scott
Darien, Conn.
- Moreland, Jon Marvin, Jr.
Galveston, Texas
- Niemand, Arno Paul, Jr.
Douglaston, L. I., N. Y.
- Northrup, Carl Bowen
Carmel, N. Y.
- Noyes, Frederick Charles, Jr.
Rumford, R. I.
- Oakes, Abner
Shawinigan Falls, Quebec
- O'Hara, Francis James, 3d
Chevy Chase, Md.
- Pace, John McIver
Dallas, Texas
- Page, Robert Thomas
Cleveland Heights, Ohio
- Palmer, Burton
Needham
- Payne, Leland Howard
Rowayton, Conn.
- Phipps, Howard Evan
Harrisburg, Pa.
- Pitts, Edward Parker
Red Bank, N. J.
- Poorvu, William James
Brookline
- Potter, Anthony Ross
Darien, Conn.
- Powers, Carson Hardie
Greenwich, Conn.
- Purnell, Karl Howard
Mifflinburg, Pa.
- Quartarone, Samuel Frederick
Andover
- Quintana, Benigno, Jr.
San Juan, Puerto Rico
- Reeves, William, Jr.
Southport, Conn.
- Reynders, John Rickert
Worcester
- Rhodes, Douglas Barnes
Englewood, N. J.
- Rider, Kenneth Graham Salkeld
Brightwaters, L. I., N. Y.
- Rockwood, George Ichabod, Jr.
Worcester
- Rosebaum, John Robert
Fort Benning, Ga.

PHILLIPS ACADEMY

- Ross, Joseph
Pittsburgh, Pa.
- Russell, William Barclay
Newton
- Sagebiel, Richard Wallace
Dayton, Ohio
- Samaschin, James Matthew
New York, N. Y.
- Sanders, Stewart
Wellesley Hills
- Sawyer, Paul Winslow
Saugus
- Schine, Charles Richard
Gloversville, N. Y.
- Schulze, Charles Robert
Brookneal, Va.
- Scott, William Clement, 3d
Newburgh, N. Y.
- Scragg, George Henry, Jr.
Shaker Heights, Ohio
- Seelye, William Dean
Seattle, Wash.
- Seil, Frederick John
Fairview Park, Ohio
- Selig, Edward Isaac
Leominster
- Sevier, John Randolph
San Francisco, Calif.
- Sharf, Frederic Alan
Chestnut Hill
- Shaw, Herbert Weller, Jr.
Richmond Hill, L. I., N. Y.
- Shepherd, Richard Earnshaw
Elkins, W. Va.
- Sherbrooke, Craig Conway
Waban
- Shuman, Stanley Saxe
Brookline
- Simonton, Bennet Stocum
Cazenovia, N. Y.
- Slavitt, David Rytman
White Plains, N. Y.
- Smith, Harold Lee
Westfield, N. J.
- Smith, Lewis Adams
Concord
- Smith, Michael Elliot
Great Neck, L. I., N. Y.
- Smith, Winthrop Noel
Portland, Maine
- Starkweather, John Vincent
Madison, Conn.
- Stevens, William Beasom, Jr.
Albany, N. Y.
- Stillman, Charles Latimer, Jr.
New York, N. Y.
- Stockwell, John Frederick
Boston
- Stoddart, George Anderson
Oyster Bay, L. I., N. Y.
- Stone, S. Robert, Jr.
Brookline
- Stone, William Addison, Jr.
Kalamazoo, Mich.
- Strauss, Lawrence Albert
Stamford, Conn.
- Stuart, Ralph Endicott, Jr.
Osterville
- Swinton, Neil Williams, Jr.
Waban
- Talcott, James Hart
Litchfield, Conn.
- Thielens, Alexis Ollier
Tuscaloosa, Ala.
- Thompson, Peter Bernard
Lenexa, Kansas
- Thorndike, William Nicholas
Chestnut Hill
- Towe, Kenneth McCarn
Greenwich, Conn.
- Tuck, Andrew Edward, 4th
Syracuse, N. Y.
- Tyler, Edward Judson, 3d
Highgate Springs, Vt.
- Tyson, Michael Mark
Falls Village, Conn.
- Vodrey, Thompson Kelly
Canton, Ohio
- Warr, William Bruce
Melrose
- Warren, Earle Robert
Bath, Maine
- Wennik, Joseph Belleau
Andover
- West, Herbert Faulkner, Jr.
Hanover, N. H.
- Wheeling, Thomas McGrew
Windber, Pa.
- White, Stephen Turner
Rutland, Vt.

PHILLIPS ACADEMY

Williams, Douglas Maclin
Amherst
Willis, David Scoville
Glens Falls, N. Y.

Willson, John Harris
Minneapolis, Minn.
Wright, John Preston
Deeth, Nevada

Upper Middlers—214

LOWER MIDDLEBURY

Aiken, William Eric
Hingham
Alexander, James Carey
Charlotte, N. C.
Alexander, Walter
Aurora, Ill.
Anderson, Robert Palmer, Jr.
Noank, Conn.
Ansin, Edmund Newton
Miami Beach, Fla.
Armitage, John Denton, Jr.
Aberdeen, Md.
Banta, Peter Gray
Hackensack, N. J.
Baquie, John de la Ronde
Louisville, Ky.
Barber, Anthony Victor, Jr.
Hewlett, L. I., N. Y.
Barnes, Warner Jenkins
Waco, Texas
Bigelow, John Brittain, Jr.
Pomfret, Conn.
Bixby, George Henry, 3d
Haverhill
Bradley, Robert Louis
Lawrence
Bride, William Thomas, Jr.
Andover
Brockelman, Anton Henry, Jr.
Worcester
Brockelman, Paul Taylor
Worcester
Burnett, Thomas Arthur
Andover
Capra, Peter Michael
New York, N. Y.
Carroll, Peter August
Old Lyme, Conn.
Caster, Daniel Leslie
Shreveport, La.
Cestero, Rafael V. M., Jr.
Santurce, Puerto Rico

Chapman, Michael Crawford
Sherborn
Chermayeff, Peter
Chicago, Ill.
Clark, Robert Curtiss
Shaker Heights, Ohio
Cole, Herbert Milton
Weston
Colman, Lawrence Putnam
Havana, Cuba
Cotton, Simeon Henry, Jr.
Charlotte, N. C.
Crowther, Daniel Francis Sullivan
Fall River
Cummings, Robert James
Portsmouth, N. H.
Curtis, Harry Joseph, Jr.
West Chester, Pa.
Cushman, Charles Wallace
Windsor, Vt.
Daley, Leo Hayden
Andover
Danovitch, Stuart Henry
Norwood
Davis, James Kotsilibas
Worcester
Davis, Joel
Ontario, N. Y.
Dean, Orville Cole, Jr.
Collierville, Tenn.
Demarest, Kenneth Llewellyn, Jr.
Hackensack, N. J.
Dickinson, Nathaniel
Seattle, Wash.
Donovan, John Ignatius, Jr.
Winchester
Donovan, John McCormick
Lawrence
Douglas, Ralph Wilson
St. Joseph, Mo.
Draper, Thomas Fling, Jr.
Canton

PHILLIPS ACADEMY

- Dupont, Joseph Cyrille, 3d
New Orleans, La.
- Duvoisin, Peter Marc
Clearwater Beach, Fla.
- Earle, Henry, 3d
Grosse Pointe, Mich.
- Edson, Thomas Hart
Greenwich, Conn.
- Eliassen, John David
Johnson City, Tenn.
- Elwell, David Henry
Cedarhurst, L. I., N. Y.
- Felton, Frederic Luther, Jr.
Wellesley Hills
- Flanagin, Charles Riddell
Glencoe, Ill.
- Fletcher, Robert Church
Baltimore, Md.
- French, John Fitzhugh
Boston
- Gale, James Lyman
Andover
- Gamble, Theodore Roosevelt, Jr.
Greenwich, Conn.
- Gaskin, Michael Anthony
Grosse Pointe Woods, Mich.
- Geilich, Evan Miller
Chestnut Hill
- Gilman, Paul Crosby
Miami Beach, Fla.
- Girdler, Reynolds, Jr.
Old Greenwich, Conn.
- Glazerman, Michael Jay
Andover
- Golden, John Richard
Medford
- Gonzalez, Ricardo Alberto
San Juan, Puerto Rico
- Goss, Eliot Porter
Providence, R. I.
- Greene, Lancaster Bradford
New York, N. Y.
- Groel, Berdine
West Orange, N. J.
- Grossman, Robert Mayer
Chicago, Ill.
- Guggenheim, Frederick Gibson
Washington, D. C.
- Haas, William Gordon
Long Beach, N. Y.
- Haight, Courtenay Hoge
Stamford, Conn.
- Harpel, Peter Cahners
Bangor, Maine
- Hartshorne, Thomas Llewellyn
Detroit, Mich.
- Hatch, Alden Denison
Cedarhurst, L. I., N. Y.
- Hawkins, Stephen
Washington, D. C.
- Hayes, David Force
Melrose
- Hearin, Dick Huntington
Baton Rouge, La.
- Heimer, Randers Halvard
Amityville, L. I., N. Y.
- Higgins, James Laurence
Andover
- Holmes, John Russell, Jr.
San Mateo, Calif.
- Hosch, John Harrison, 3d
Greenwich, Conn.
- Ivins, Peter
Plainfield, N. J.
- Jackson, Benjamin Schuyler
New Hope, Pa.
- Janssen, Thomas Bennett
Bronxville, N. Y.
- Janssen, Webster Elliot
Bronxville, N. Y.
- Joseph, William Henry
New York, N. Y.
- Kain, Richard Yerkes
Louisville, Ky.
- Kaplan, David Michael
Brookline
- Kasc, James Philip
Cleveland, Ohio
- Kaufmann, Frederick William, 3d
New York, N. Y.
- Kimball, Chester Frayer, Jr.
Baton Rouge, La.
- Korschun, Alan Miller
Goldsboro, N. C.
- Lamontagne, Raymond Albert
Manchester, N. H.
- Lankow, Richard Allen
Forest Hills, N. Y.
- Laud, John
Brooklyn, N. Y.

- LeFavour, Bruce
Amsterdam, N. Y.
- Loberg, Harry Johnson
Jacksonville, N. Y.
- Lopez, Tony Yates
Los Angeles, Calif.
- Lovejoy, Bradford
Greens Farms, Conn.
- Lumpkin, Richard Anthony
Mattoon, Ill.
- McLellan, Allister Matheson, Jr.
Pelham, N. Y.
- Macleay, Donald Lachlan, Jr.
Falls Church, Va.
- Maes, Robert Adamson, Jr.
Phoenixville, Pa.
- Mahoney, Robert Taylor
Worcester
- Mason, John Lawrence Hogeboom, Jr.
Pulaski, N. Y.
- Mesics, Joseph Callender
Lebanon, Pa.
- Mitchell, Philip Bates
Stafford Springs, Conn.
- Mol, Arthur
Hohokus, N. J.
- Moore, Franklin Harkness, Jr.
St. Clair, Mich.
- Motland, Randall Kent
Newton
- Nicolai, Emmet, Jr.
Santurce, Puerto Rico
- Norris, David Amherst
Rochester, N. Y.
- Oliver, Raymond Davis
Lowell
- Ornsteen, Robert Louis
Haverhill
- Ostherr, Fritz, Jr.
North Andover
- Otis, Webster
South Bend, Ind.
- Patterson, David Seccomb
New York, N. Y.
- Pearsall, Albert Washington, 3d
Lewiston, N. Y.
- Pelletreau, Robert Halsey, Jr.
Patchogue, N. Y.
- Phelps, Harl Sumner, Jr.
Pasadena, Calif.
- Phillips, John Pugh, Jr.
Hazleton, Pa.
- Poinier, John, Jr.
Short Hills, N. J.
- Pooles, Robert Earle
Lawrence
- Poppy, John Hugo
Landenburg, Pa.
- Porter, Terence Lee
New Britain, Conn.
- Price, Robert Barber, Jr.
Charleston, W. Va.
- Putman, William Frank
Fort Smith, Ark.
- Quint, Stephen Mark
Andover
- Ratté, John Edward
Lawrence
- Ray, Charles, Jr.
Westerly, R. I.
- Redman, Charles Dana
Braintree
- Reindel, George John, 3d
Kendallville, Ind.
- Richardson, Hazen Kimball, 2d
Middleton
- Ridgway, William Combs, 3d
Short Hills, N. J.
- Riggs, Henry Earle, 2d
Hinsdale, Ill.
- Robinson, Neal Adams
West Springfield
- Rodes, Thomas Moore
Clayton, Mo.
- Root, Geoffrey Harrison
Charlotte, Vt.
- Sayad, William Yohannan, Jr.
Palm Beach, Fla.
- Scranton, John Gilmore
Harbor Beach, Mich.
- Segal, Michael Edward
Lawrence
- Seitz, James Roy, Jr.
Wichita Falls, Texas
- Shaff, Howard Slocum
Bridgeport, Conn.
- Shapiro, Donald Lewis
Great Neck, N. Y.
- Sharp, George Kendall
Chicago, Ill.

PHILLIPS ACADEMY

Shaw, Joseph Winterbotham
Chicago, Ill.

Shoop, Arnold Cundy, Jr.
Harrison, N. Y.

Smith, Dana Paul
Marblehead

Smith, Edmund Chetwynd
Marblehead

Snider, Irving John, 2d
Detroit, Mich.

Snyder, Alvin Daniel, 3d
Hazleton, Pa.

Snyder, Gerard Loomis
Ponca City, Okla.

Speer, John Strohm, 3d
St. Marys, Pa.

Stevens, Charles Edward
Hammondsport, N. Y.

Stevenson, Robert Thomas, Jr.
Lawrence

Sullivan, Robert Eugene
Lebanon, Conn.

Turner, Philip Ambrose
Key West, Fla.

Turner, Richard Borden
Fall River

Vaughan, Robert Elliot
Andover

von Molnar, Stephan
New York, N. Y.

Vosseller, Richard Turner
Pensacola, Fla.

Walworth, William McAlpine, Jr.
East Lansing, Mich.

Ward, Oliver Ostergren
Melrose

Wardenburg, Frederic Augustus Charles,
4th

Wilmington, Del.

Watson, Charles Gray
Carnegie, Pa.

Watson, John Deering
Steubenville, Ohio

Whipple, Oliver Mayhew, Jr.
Darien, Conn.

Wiegand, William Green, Jr.
Pass Christian, Miss.

Wright, Norton Washburn
Gates Mills, Ohio

Young, Herbert Lee
Amsterdam, N. Y.

Lower Middlers—167

JUNIORS

Alberts, Alan Ralph
Newton Highlands

Anderson, Frederic Paffard
Noank, Conn.

Anson, John Seller
San Francisco, Calif.

Bancroft, Philip Lewis
Boothbay, Maine

Begien, Julien Frederick
Cambridge

Berkowitz, William Frost
Woodstock, N. Y.

Berry, Ebb Aaron, 3d
Madisonville, Texas

Best, George Robert
Andover

Blanchard, Albert Chick
Bangor, Maine

Blank, Leslie Harrod
Tampa, Fla.

Bloom, John Arthur
Methuen

Blyth, Henry Adams
Palm Beach, Fla.

Boyer, Frederick Alger
Grosse Pointe, Mich.

Bradley, David Burford
Greenwich, Conn.

Bragg, William John
Harrison, N. Y.

Bruce, Duane Frisbie
Caldwell, N. J.

Burnes, Calvin Carr, Jr.
St. Joseph, Mo.

Campbell, John Forrester
Short Hills, N. J.

PHILLIPS ACADEMY

- Carr, John Francis, 3d
Cambridge
- Clarke, Howard Vaughan
Attleboro
- Clemens, Frederick William
Newburgh, N. Y.
- Clement, Donald Hayes, Jr.
New Bern, N. C.
- Clew-Ziff, David Michael
New York, N. Y.
- Colby, Howard Alfred
Melrose
- Cooper, James David
Newton
- Coryell, Ritchie Brooke
Andover
- Crahan, Brian Dockweiler
Los Angeles, Calif.
- Crowther, William Richard
Danvers
- Culliton, Richard Bowers
Lynn
- Curry, James Joseph
Andover
- Davis, Harold Emerson, Jr.
Jaffrey, N. H.
- Dean, William James
Andover
- Denker, Peter John
Port Washington, N. Y.
- Dickinson, Charles Cameron, 3d
Charleston, W. Va.
- Dimick, John Cochran
St. Augustine, Fla.
- Dorsey, Benjamin William
New London, Conn.
- Dubon, Jose Rodrigo
Santurce, Puerto Rico
- Faison, Dempsey West, Jr.
Santurce, Puerto Rico
- Fang, George Wei-ming
Cambridge
- Fernandez, William Nelson
Chestnut Hill
- Fisk, John Robinson
Rockville, Conn.
- Gerschefski, Peter Edwin
Spartanburg, S. C.
- Glendinning, David Cross
Andover
- Goodman, David Potter
Philadelphia, Pa.
- Greene, Donald Thorpe
Aruba, Netherlands West Indies
- Hardy, Roger Bruce
Detroit, Mich.
- Harvey, Hayward Donald, Jr.
Greenwich, Conn.
- Henrick, Francis Cormier
Andover
- Henry, Neil Wylie
North Andover
- Hudner, Philip Brown
Fall River
- Hufstader, Peter Hugh
New York, N. Y.
- Hunting, Stanley Maro
Rochester, N. Y.
- Hussey, Boynton
Presque Isle, Maine
- Jones, Stratford Covert, 2d
Poughkeepsie, N. Y.
- Keaney, Paul John
Andover
- Kidd, Barron Ulmer
Dallas, Texas
- Kirchner, Edward
New York, N. Y.
- Kleinhans, Richard Maxwell
Montreal, P. Q., Canada
- Knight, David Haroth
Melrose
- Koerting, Richard Julius
Elkhart, Ind.
- Kramer, Phillip Joseph
Binghamton, N. Y.
- Krass, Alfred Charles
Lynbrook, L. I., N. Y.
- Lane, Harry Gibson
Oakham
- Lange, Karl William
Lexington, Ky.
- Lazarus, Richard Stuart
Brockton
- Lees, Charles William
Chatham
- LeRoy, Newbold, 3d
Simsbury, Conn.
- Levin, Charles Richard
Newton

PHILLIPS ACADEMY

- Lewis, Laurence Roger
Andover
 Livingston, Thomas Mathias
Scarsdale, N. Y.
 McKamy, Kent Coldwell
Rye, N. Y.
 Martocci, Michael David
Kingston, N. Y.
 Marzullo, Donald Craig
Brooklyn, N. Y.
 Matalene, Henry William, 3d
New York, N. Y.
 Miner, Theodore Richardson, Jr.
Longmeadow
 Neviasser, Robert Jon
Washington, D. C.
 Nichols, John Frederic
Jackson Heights, N. Y.
 Nurenberg, Donald Edward
Larchmont, N. Y.
 Oberhauser, Charles John
Somerville
 Pagadizabal, Paul
Havana, Cuba
 Patrick, Gardner
Montevideo, Uruguay, S. A.
 Perry, Ernest Joseph, Jr.
Lawrence
 Phillips, Nicholas Ackerman
Pultneyville, N. Y.
 Pierce, Frank Ellis, 3d
Barrington, Ill.
 Posey, Marshall Lyne, Jr.
Short Hills, N. J.
 Pruett, Kenneth Albert
Charlotte, N. C.
 Purinton, William Curtis
Augusta, Maine
 Pyle, Ransford Comstock
Cheshire, Conn.
 Ranger, Joseph
Chestnut Hill
 Renfrew, Alan Spaulding
Woodbury, Conn.
 Rose, Thomas Otto
Manhasset, N. Y.
 Rowe, Roger Mayham, Jr.
Darien, Conn.
 Ryder, Donald Boyden
Middleboro
 Sanderson, Kenneth Moller
Dedham
 Schwartz, Charles Ansin
Malden
 Semple, Robert Baylor, Jr.
Grosse Pointe, Mich.
 Sigal, Robert Elihu
West Hartford, Conn.
 Smith, Samuel Wood
Summit, N. J.
 Spencer, James Alexander Erskine
Oxford, Ohio
 Starratt, Richard Courteney
Milton
 Stella, Frank Philip
Malden
 Stern, Jeffrey L.
Chicago, Ill.
 Stevens, Peter Boardman
Albany, N. Y.
 Taylor, Peter Thurston
Worcester
 Thomas, Colin James Stewart, Jr.
Ruxton, Md.
 Underwood, David Milton
Houston, Texas
 Unobskey, Sidney Roy
Calais, Maine
 Whittall, Herbert Vreeland
Nassau, Bahamas, B.W.I.
 Wilson, Stephen Child
Lawrence, L. I., N. Y.
 Wolff, Peter
New York, N. Y.
 Woollett, Joseph Lawrence
Glendale, Calif.

Juniors—111

PHILLIPS ACADEMY

CLASSIFICATION

Seniors	227
Upper Middlers	214
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ALUMNI ADVISORY COMMITTEES

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 John O. Stubbs, '17
 J. Mattocks White, '22

BUFFALO

James O. Moore, Jr. '28
 Harold P. Rich, '25

CHICAGO AREA

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 Robert A. Gardner, '08
 Stephen Y. Hord, '17
 H. Templeton Brown, '19
 T. Clifford Rodman, '15

CINCINNATI

Robert L. Black, '99
 Henry W. Hobson, '10

CLEVELAND AREA

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 James R. Stewart, '27
 Joshua B. Waterworth, '04

PAINESVILLE

John W. Dixon, '24

COLORADO SPRINGS

Clement M. Brown, '10
 Philip B. Stewart, '82

DALLAS

Wirt Davis, 2nd, '37
 William F. Neale, Jr., '44
 Harold F. Volk, '13

DENVER

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 Grover C. Fels, '06
 J. Quigg Newton, '29

DETROIT

Russell H. Lucas, '12
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 W. Dean Robinson, '17

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Benedict E. Thompson, '13
 Beverly V. Thompson, '13
 George Thompson, Jr. '09,

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Walter Bradley, '24
 Ford Hubbard, '20
 William A. Kirkland, '15

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Frederick H. Day, '01
 Arthur Medlicott, '13

KANSAS CITY

Edward Keith, '16
 Louis H. Ehrlich, Jr., '26
 Mason L. Thompson '18
 Thomas H. Lawrence, Jr., '31

PHILLIPS ACADEMY

LOS ANGELES AREA

William T. Adams, '28
Mancel T. Clark, Jr., '28
Fred M. Cleveland, Jr., '23
Earl W. Douglas, '30

LOUISVILLE

Samuel S. Caldwell, Jr., '29
Woodford H. Dulaney, '13

MILWAUKEE

John F. Uihlein, '33
John S. Owen, 2nd, '19

DULUTH

Burt C. Hubbard, '09
Robert S. Mars, '15
C. Douglas Walker, '18

MINNEAPOLIS—SAINT PAUL AREA

Springer H. Brooks, '08
John H. MacMillan, '12
Wheelock Whitney, '13

NEW YORK AND VICINITY

MANHATTAN

Paul Abbott, '16
Chauncey B. Garver, '04
F. Abbot Goodhue, '02
Thomas D. Thacher, '00
Bromwell Ault, '18

NORTHERN NEW JERSEY

Newell G. Neidlinger, '20
East Orange
Lloyd W. Smith, '92
Madison
Charles W. Littlefield, '99
Montclair
Archie B. Quarrier, '93
Short Hills
Morris P. Skinner, '24
Verona

SOUTHERN CONNECTICUT AND WEST-CHESTER COUNTY

J. Verner Reed, '22
William P. Seeley, '09
Greenwich

Charles R. Marshall, '12
Russell Stiles, '08

Scarsdale

William C. Keator, Jr., '24
Fairfield

OKLAHOMA CITY

John H. Edwards, '22

PITTSBURGH

J. Kennedy Beeson, '25
Maurice D. Cooper, '06
Southard Hay, '98
Lucius W. Robinson, Jr., '14

PORTLAND, OREGON

Edmund S. Hayes, '14
Charles H. Watzek, '06
Roland W. Mersereau, '01

ROCHESTER

Fred H. Gordon, '02
Montague B. Phillips, '23
Burton C. Smith, '27
Samuel P. Conner, Jr., '24
Arthur R. Stebbins, '30

ST. LOUIS

Wilbur B. Jones, '05
Ira E. Wight, Jr., '20

SAN FRANCISCO AREA

Charles E. Christenson, '25
William H. Keesling, '30
Samuel F. B. Morse, '03

SEATTLE

Hugh P. Brady, '10
Henry A. Colver, '09
Pendleton Miller, '28

SYRACUSE

Franklin I. Greene, '21
Harold Stone, '98

TULSA

J. W. R. Crawford, Jr., '14
Charles F. Hewitt, '14
Reginald D. Barnes, '32

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PHILLIPS ACADEMY, ANDOVER, MASS.

Preliminary Application

1. Time of proposed entrance:—September, 19.....
2. Class applied for: JUNIOR — LOWER MIDDLE — UPPER MIDDLE — SENIOR
(circle one) (9th Grade) (10th Grade) (11th Grade) (12th Grade)
3. Boy's name in full.....
First Middle Last
4. Date of birth.....
5. Name of Parent or Guardian.....
6. Permanent address.....
7. Preferred mailing address.....
(if different).....

Please answer the following questions on reverse side:

8. Names of relatives now or previously at the Academy (if any).....
9. If preliminary registration for brothers of the applicant is desired please give on reverse side names, dates of birth, years of entrance, and classes applied for.

It is understood by the applicant and by the Admissions Office that this application merely signifies the candidate's present intention and may be withdrawn at any time without obligation. For further information please consult the Catalogue under "Procedure in Applying."

Signed.....
Date.....



1952

CATALOGUE OF

PHILLIPS ACADEMY

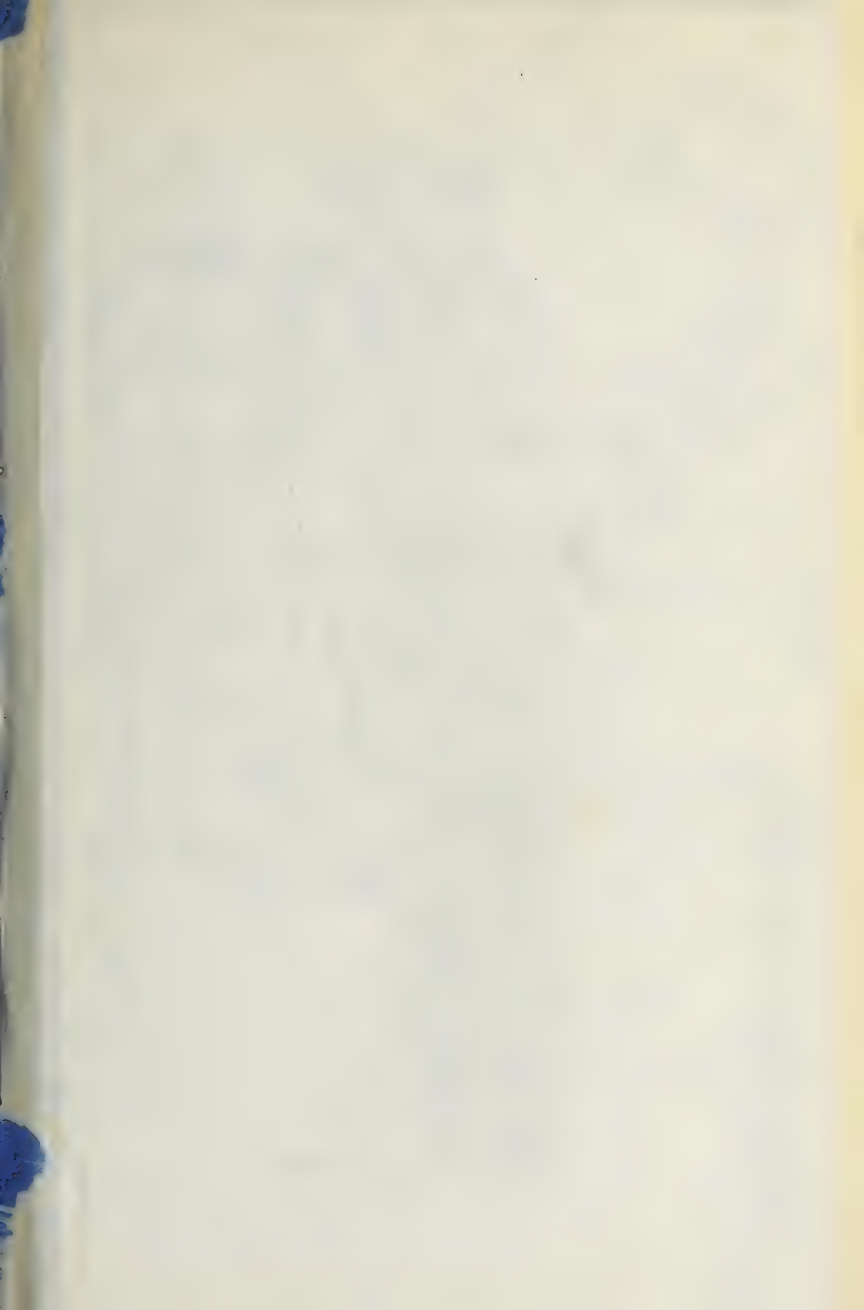
Andover, Massachusetts

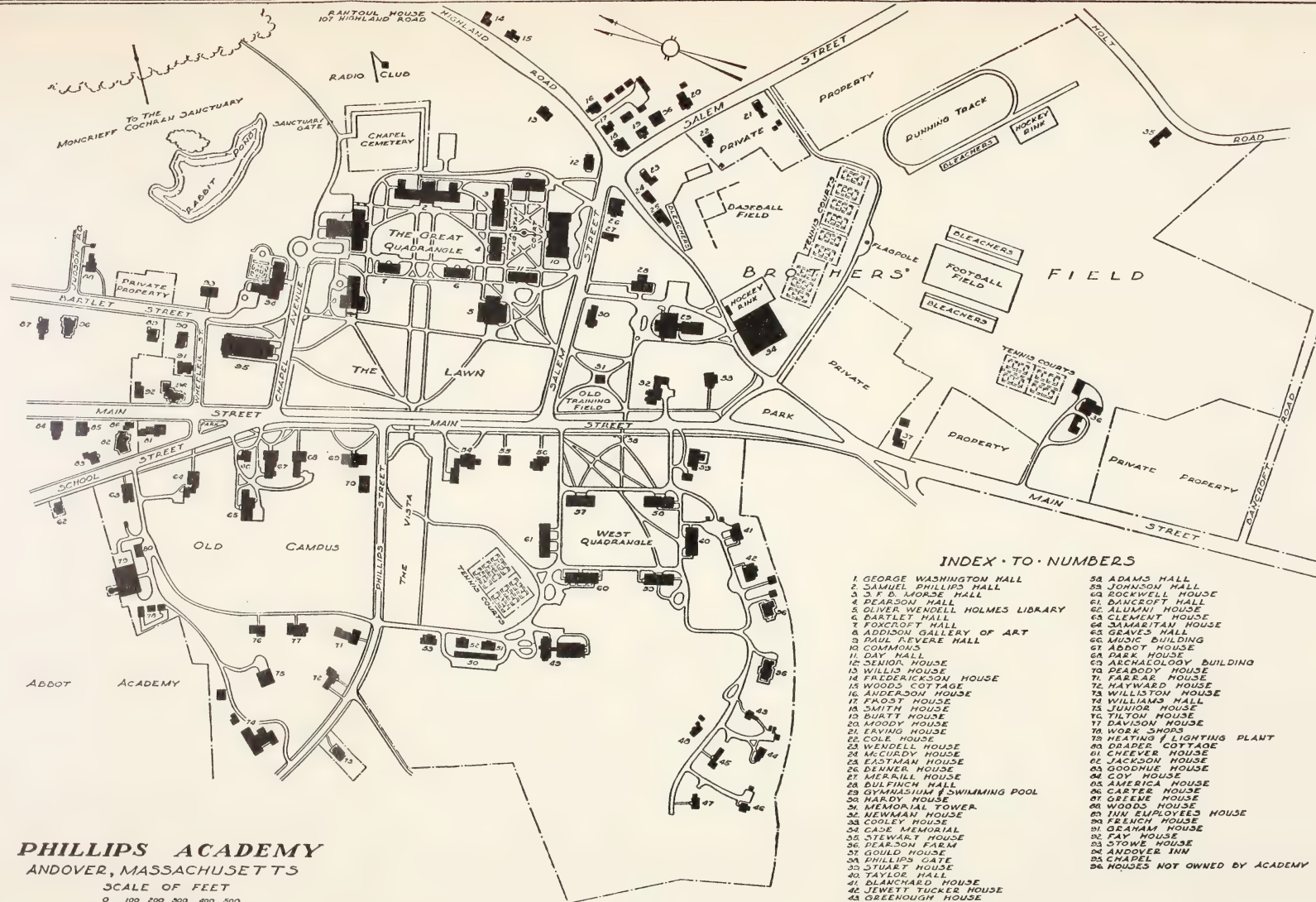
ONE HUNDRED AND SEVENTY-FOURTH YEAR



Published by Phillips Academy, Andover, Massachusetts

Autumn 1951





PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS

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REVISED OCTOBER 1950
CLINTON F. GOODWIN, ARCHT. & ENG.
HAVERHILL, MASS.

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1952

CATALOGUE OF

PHILLIPS ACADEMY

Andover, Massachusetts

ONE HUNDRED AND SEVENTY-FOURTH YEAR



Published by Phillips Academy, Andover, Massachusetts

Autumn 1951

1952

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CALENDAR

1952

Second term begins.....8.15 P.M., Monday, Jan. 7

Second term ends.....Friday, March 14

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Wednesday, April 2

School entrance examinations in Andover

and New York City.....Friday and Saturday, May 9 and 10

Recitations close.....Thursday, June 5

Commencement.....Sunday, June 8

Third term ends.....Sunday, June 8

SUMMER VACATION—14 Weeks

Summer session begins.....Tuesday, June 24

Summer session ends.....Wednesday, August 20

Rooms ready for occupancy.....10 A.M., Monday, Sept. 15

Information about registering for the fall term will be sent to
all students during the summer.

First term ends.....Thursday, Dec. 18

CHRISTMAS RECESS—20 days

1953

Second term begins.....8.15 P.M., Wednesday, Jan. 7

Second term ends.....Friday, March 13

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Wednesday, April 1

Recitations close.....Thursday, June 4

Commencement.....Sunday, June 7

Third term ends.....Sunday, June 7

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1838—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, PH.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, LITT.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, PH.D., LITT.D., L.H.D., LL.D.	1933—1948
JOHN M. KEMPER, A.M., L.H.D.	1948—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, A.M., L.H.D. ANDOVER
Elected 1948

TREASURER

ABBOT STEVENS '07, A.B. NORTH ANDOVER
Elected 1935, Treasurer since 1949

PHILIP LORING REED '02 DEDHAM
Elected 1933

LLOYD DE WITT BRACE '21, S.B. BOSTON
Elected 1933

FRANCIS ABBOT GOODHUE '02, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ROBERT ABBE GARDNER '08, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D.,
D.Sc., LL.D. WILLIAMSTOWN
Elected 1942

WILLIAM EDWARDS STEVENSON '18, L.H.D., LL.D. OBERLIN, OHIO
Elected 1943

LINDSAY BRADFORD '10, LL.D. NEW YORK, N. Y.
Elected 1943

PHILLIPS ACADEMY

CHAUNCEY BREWSTER GARVER '04, A.B.

Elected 1947

NEW YORK, N. Y.

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.

Elected 1948

ALUMNI TRUSTEES

CHARLES STAFFORD GAGE '21, S.M. NEW YORK, N. Y.

Elected 1950 for one year

Re-elected 1951 for three years

ROBERT MERRIMAN KIMBALL '29, S.B. SOUTH LINCOLN

Elected 1950 for three years

GEORGE STORER BALDWIN '17, A.B.

BOSTON

Elected 1950 for two years

BROMWELL AULT '18, S.B.

NEW YORK, N. Y.

Ex Officio for one year as President of the
Alumni Association

OFFICERS OF ADMINISTRATION

JOHN MASON KEMPER, A.M., L.H.D. <i>Headmaster</i>	189 Main Street Elected 1948
CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. <i>Headmaster Emeritus, 1933-1948</i> <i>Instructor in English, 1908-1933</i>	Chestnut Hill
HENRY HOPPER <i>Associate Treasurer and Comptroller</i>	15 School Street Appointed 1915
HENRY W. SCHERESCHEWSKY <i>Bursar</i>	141 Main Street Appointed 1951
M. LAWRENCE SHIELDS, A.B. <i>Secretary of the Academy</i> <i>Instructor in Biology, 1923-1945</i>	48 Central Street Appointed 1923
FREDERIC A. STOTT, A.B. <i>Assistant Secretary of the Academy, Director of Public Relations</i>	34 Salem Street Appointed 1951
GEORGE GRENVILLE BENEDICT, A.M. <i>Dean of Students</i>	80 Bartlet Street 1930-32, re-appointed 1933
WILLIAM RUSSELL BENNETT, JR., A.B. <i>Assistant Dean of Students</i>	36 Salem Street Appointed 1950
ALEXANDER DUNNETT GIBSON, A.M. <i>Director of the Bureau of Self-Help, Instructor in French</i>	49 Highland Road Appointed 1944
JAMES RUTHVEN ADRIANCE, A.B. <i>Director of Admissions</i>	6 School Street Appointed 1934

PHILLIPS ACADEMY

ROBERT WHITTEMORE SIDES, A.B.

Admissions Officer, Instructor in Mathematics

Hidden Field

Appointed 1938

RICHARD SAWYER PIETERS, A.M.

Director of the Summer Session, Instructor in Mathematics

25 Phillips Street

Appointed 1938

The Administration Offices are in George Washington Hall.

Office hours: Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

FACULTY

CHARLES EMERSON STONE, Ph.B.	Andover
<i>Instructor in French, Emeritus</i>	1890-1937
FREDERICK EDWIN NEWTON, Ph.B.	West Hartford, Conn.
<i>Instructor in Mathematics, Emeritus</i>	1895-1939
FRANK O'BRIEN, A.B.	Andover
<i>Instructor in English, Emeritus</i>	1910-1942
GEORGE FRANKLIN FRENCH, A.M.	Andover
<i>Instructor in French, Emeritus</i>	1907-1944
LESTER EDWARD LYNDE, A.M.	Andover
<i>Dean, Emeritus</i>	1901-1944
ROY EVERETT SPENCER, A.B.	Marin, Canton Neuchâtel, Switzerland
<i>Instructor in English, Emeritus</i>	1917-1944
HORACE MARTIN POYNTER, A.B.	Durham, N. H.
<i>Instructor in Latin and Greek, Emeritus</i>	1902-1945
CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D.	Philadelphia, Pa.
<i>Instructor in Music and Philosophy, Emeritus</i>	1912-1947
FREDERIC WILLIAM HEATON STOTT, A.M.	Andover
<i>Instructor in English, Emeritus</i>	1912-1947
FREDERICK MAY BOYCE, A.M.	Barrington, R. I.
<i>Instructor in Physics, Emeritus</i>	1909-1948
OSWALD TOWER, A.B.	Wolfeboro, N. H.
<i>Dean and Instructor in Mathematics, Emeritus</i>	1910-1948
RAY ARTHUR SHEPARD, S.B.	Gardiner, Maine
<i>Director of Physical Education, Emeritus</i>	1919-1949
ALICE THACHER WHITNEY	Andover
<i>Recorder, Emerita</i>	1902-1950
<hr/>	
MONTVILLE ELLSWORTH PECK	1 Highland Wayside
<i>Instructor in Physical Education</i>	Appointed 1916

PHILLIPS ACADEMY

LESTER CHARLES NEWTON, A.M.	29 Highland Road
<i>Instructor in French</i>	Appointed 1918
FRANK MAY BENTON, A.B.	9 Salem Street
<i>Instructor in Latin on the John Charles Phillips Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B.	89 Bartlet Street
<i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1919
ROSCOE EDWIN DAKE, S.B.	Greenough House, Hidden Field
<i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M.	Quincy House, Hidden Field
<i>Instructor in Physics on the George Peabody Foundation</i>	Appointed 1923
GUY JOHNSON FORBUSH, A.B.	5 Bartlet Hall
<i>Instructor in French</i>	1917-1920, re-appointed 1924
ALAN ROGERS BLACKMER, A.M.	215 Main Street
<i>Instructor in English on the Jonathan French Foundation</i>	Appointed 1925
SCOTT HURTT PARADISE, A.M.	Blanchard House, Hidden Field
<i>Instructor in English</i>	1914-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M.	17 Salem Street
<i>Instructor in History</i>	Appointed 1929
GEORGE KNIGHT SANBORN, S.B.	Palmer House, Hidden Field
<i>Instructor in Mathematics</i>	Appointed 1929
EMORY SHELBY BASFORD, A.B.	Holt Road
<i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, A.B., D.D.	Weld House, Hidden Field
<i>School Minister and Instructor in Religion</i>	Appointed in 1930
ROBERT EDWARD MAYNARD, S.B.	1 Judson Road
<i>Instructor in Mathematics</i>	Appointed 1931

PHILLIPS ACADEMY

LEONARD FRANK JAMES, A.M.	Comstock House, Hidden Field
<i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932
LIONEL DENIS PETERKIN, A.M.	45 Salem Street
<i>Instructor in Latin on the Elizabeth Millbank Anderson Foundation</i>	Appointed 1932
DOUGLAS SWAIN BYERS, A.M.	Phillips Street
<i>Instructor in Anthropology</i>	Appointed 1933
*ARTHUR BURR DARLING, Ph.D.	Washington, D. C.
<i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	1917-18, re-appointed 1933
BARTLETT HARDING HAYES, JR., A.B.	Phillips Street
<i>Instructor in Art</i>	Appointed 1933
ROGER WOLCOTT HIGGINS, A.M.	21 Phillips Street
<i>Instructor in English</i>	Appointed 1933
ALSTON HURD CHASE, Ph.D.	18 Bartlet Hall
<i>Instructor in Greek on the Samuel Harvey Taylor Foundation</i>	Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B.	143 Main Street
<i>Instructor in English</i>	Appointed 1934
FRANK FREDERICK DiCLEMENTE, S.B.	157 Main Street
<i>Instructor in Physical Education</i>	Appointed 1935
JAMES HOOPER GREW, A.B.	169 Main Street
<i>Docteur ès Lettres de l'Université de Paris</i>	Appointed 1935
<i>Instructor in French</i>	
HENRY PRESTON KELLEY, A.M.	3 Hidden Road
<i>Instructor in Spanish</i>	1918-28, re-appointed 1935
FREDERICK SCOULLER ALLIS, JR., A.M.	20 Salem Street
<i>Instructor in History</i>	Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M.	5 Foxcroft Hall
<i>Instructor in French</i>	Appointed 1936

*On leave of absence, 1951-52.

PHILLIPS ACADEMY

GEORGE LITTLE FOLLANSBEE, A.B. <i>Instructor in Biology</i>	12 School Street Appointed 1936
STEPHEN STANLEY SOROTA, S.B. <i>Coach of Football and Track</i>	Pearson Farm Appointed 1936
STEPHEN WHITNEY, A.M. <i>Instructor in French</i>	Taylor Hall Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French</i>	147 Main Street Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English</i>	195 Main Street Appointed 1937
MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	193 Main Street Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Johnson Hall Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	25 Phillips Street Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i>	Hidden Field Appointed 1938
JOHN BROMHAM HAWES, A.B., Ed.M. <i>Instructor in English</i>	Adams Hall 1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Greek and Latin</i>	39 Salem Street Appointed 1940
HARPER FOLLANSBEE, A.B. <i>Instructor in Biology</i>	Rockwell House Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	173 Main Street Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Lowell House, Hidden Field Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English and Philosophy</i>	Davison House, Old Campus Appointed 1941

PHILLIPS ACADEMY

SUMNER CHASE COBB, S.M. <i>Instructor in Mathematics</i>	13 Foxcroft Hall Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and Bible</i>	Williams Hall Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	154 Main Street Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	23 Salem Street Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Physics and Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	24 Salem Street Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Bancroft Hall Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	49 Highland Road Appointed 1944
JOHN SHAPLEIGH MOSES, A.B., B.D. <i>Instructor in Religion</i>	29 Central Street Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	Taylor Hall Appointed 1946
FREDERICK ALMON PETERSON, JR., A.M. <i>Instructor in English</i>	Adams Hall Appointed 1946
CHARLES HENRY STEVENS, A.M. <i>Instructor in Latin</i>	Day Hall Appointed 1946
ALLEN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin</i>	63 Highland Road Appointed 1947
PETER QUACKENBUSH MCKEE, A.B. <i>Instructor in Physics</i>	Bancroft Hall Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish</i>	Day Hall Appointed 1947
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	Rockwell House Appointed 1948

PHILLIPS ACADEMY

GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Bishop Hall Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	73 Bartlet Street Appointed 1949
WILLIAM LOUIS SCHNEIDER, B. Mus. Ed. <i>Instructor in Music</i>	Tilton House Appointed 1949
EDWARD JOSEPH SHEA, A.M. <i>Instructor in Physical Education</i>	153 Main Street Appointed 1949
WILLIAM JOHN BUEHNER, A.B. <i>Instructor in Latin</i>	Bishop Hall Appointed 1950
SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	77 Bartlet Street Appointed 1950
JEAN FRANCIS ROLLAND, L. ès L. <i>Instructor in French</i>	7 Eaton Cottage Appointed 1950
REAGH CLINTON WETMORE, M. P. E. <i>Instructor in Physical Education</i>	Junior House Appointed 1950
CHARLES ALEXANDER CAMPBELL, JR., A.M. <i>Instructor in English</i>	Williams Hall Appointed 1951
EARL ORREN JOHNSON, JR., A.M. <i>Instructor in Spanish</i>	Paul Revere Hall Appointed 1951
WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	11 School Street Appointed 1951
JAMES BRENDAN MALONE, A.B. <i>Instructor in English</i>	Paul Revere Hall Appointed 1951
ROBERT RENWICK MOTT, S.B. <i>Instructor in Mathematics</i>	Andover Cottage Appointed 1951
ROBERT EDWARD PUFF, B. Mus. <i>Instructor in Woodwind and Brass Instruments</i>	Alumni House Appointed 1951
PHILIP BROWNLIE WELD, B.E. <i>Instructor in Physics</i>	Pemberton Cottage Appointed 1951
ROBERT MACMILLAN WHITELAW, M.P.E. <i>Instructor in Physical Education</i>	Draper Cottage Appointed 1951

PHILLIPS ACADEMY

THE DEPARTMENT OF HEALTH

ALEXANDER GRAHAM LAW, M.D.
JOSEPH T. McNALLY, M.D.
MRS. MARION M. COLE
JOAN WALSH
BARBARA M. LAMBERT

School Physician
Associate School Physician
Secretary to the School Physician
Dental Hygienist
Laboratory Technician

THE DEPARTMENT OF LANGUAGE TRAINING

MRS. LUCIA DODGE, A.B.
MRS. ROBERT BORDEN
MRS. RETA V. BUCHAN
MRS. CHARLOTTE WILSON

Associate in Language Training
Assistant in Language Training
Assistant in Language Training
Assistant in Language Training

THE DEPARTMENT OF MUSIC

MRS. LORENE BANTA, Ph.D.
ALBION METCALF
CHARLES PEARSON
WILLIAM L. SCHNEIDER, B.Mus. Ed.
JUDD SMITH, B.Mus.
LEON TUMARKIN
ROBERT EDWARD PUFF, B.Mus.

Instructor in Organ
Instructor in Piano and Organ
Instructor in Voice
Instructor in Stringed Instruments
Instructor in Brass Instruments (advanced level)
Instructor in Piano
Instructor in Woodwind and Brass Instruments

OTHER OFFICERS

NETTIE I. CROSBY
ANN S. LESLIE
MRS. RUTH A. WHITE
MRS. RUTH P. ELLISON, S.B.
MARION E. HILL
WALTER G. GREENALL, JR., A.B.
MRS. AMY ROBINSON
RUTH M. WHITEHILL
W. VERNE PORTER
MRS. ISABEL R. BROWN
MRS. HELEN B. CANNON
MRS. ESTHER M. ARVANITIS
ROBERT A. LEETE
M. WILLARD RICHARDSON
ELIZABETH L. DEAN

Secretary to the Headmaster
Secretary to the Comptroller
Secretary to the Secretary of the Academy
Secretary to the Assistant Secretary of the Academy
Purchasing Agent
Accountant
Secretary to the Director of Admissions
Secretary to the Dean of Students
Superintendent of Maintenance
Secretary in the Maintenance Department
Alumni Recorder
Secretary to the Director of the Summer Session
Manager of the Commons
Dietitian of the Commons
Matron of Williams Hall

PHILLIPS ACADEMY

ACADEMY PREACHERS 1951-52

September	23	Rev. William Park
September	30	Dr. Herbert Gezork
October	7	Rev. Robert Russell Wicks
October	14	Rev. A. Graham Baldwin
October	21	Rev. James Whyte
October	28	Rev. James Gordon Gilkey
November	4	Bishop Bromley Oxnam
November	11	Dr. Howard Thurman
November	18	Headmaster John Mason Kemper
November	25	Rev. Richard Preston
December	2	Rev. A. Graham Baldwin
December	9	Rev. Lewis H. Davis
December	16	Christmas Carol Service

During the winter term, 1951-52, a series of vesper services is to be held at 5:15 each Sunday evening. These services will be of the choral evensong type. The talks will be given by Mr. Kemper, Mr. Baldwin, other members of the faculty, and distinguished guests.

March	2	Rev. A. Graham Baldwin
March	9	Rev. Allan K. Chalmers
April	6	To be announced
April	13	Easter Service — Rev. A. Graham Baldwin
April	20	Rev. Sidney Lovett
April	27	Bishop Henry W. Hobson
May	4	Rev. A. Graham Baldwin
May	11	Dr. Theodore M. Greene
May	18	Dr. Donald B. Aldrich
May	25	Rev. A. Graham Baldwin
June	1	Senior Service (led by students)
June	8	Commencement

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

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This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's adminis-

tration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns, for thirty years Headmaster, was forced through ill health to resign. Professor Charles H. Forbes, who for forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During the ensuing fifteen years the curriculum was revised to its present form, and a number of buildings were added to the school plant. Long before December 1941, Andover men were in active military service, and by the end of World War II over three thousand alumni, of whom one hundred forty-two gave their lives, served in the armed forces of the United States and her allies.

The war years saw the establishment in 1942 of the Andover Summer Session, designed to enable boys to complete their secondary school education before entering upon active service. The session is now continued as a regular feature of school life.

After the retirement of Dr. Claude Moore Fuess, on July 1, 1948, John Mason Kemper took office as Headmaster of Phillips Academy, and was inaugurated at ceremonies held on Andover Hill on October 15 of that year.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle with other boys from all sections of the country, some rich and some working for their education, but all

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valued for themselves rather than for their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly cooperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

PLAN OF RESIDENCE

Andover students live together by classes in the Academy dormitories and faculty houses described on pages 75-76. Each building is under the close supervision of the instructor who lives in it.

Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annex Junior House, is equipped with dining and recreational facilities for fifty boys who occupy single or double rooms. Rockwell House, on the other hand, has

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only single rooms in addition to its recreational facilities, but its forty-two boys eat under supervision in the Lower Middle dining hall at the Commons. Both buildings are subject to special regulations and supervision found particularly helpful to boys of this age level in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in relatively small groups in some thirty Faculty Houses and Cottages. In these buildings the boys receive the sort of care suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained greater wisdom in the use of their relative freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is based upon the belief that education at its best involves the development of ethical idealism, spiritual insight, and Christian character. These qualities are essential in learning "the great end and real business of living."

The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Chapel and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the School Minister, and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

*Upon special request students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

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STUDENT ACTIVITIES

Student activities at Phillips Academy may be classed as literary, musical, forensic, and hobby-motivated. Each club is under student leadership, advised by a faculty member experienced in the field of activity.

The Phillipian is a weekly newspaper published every Wednesday of the school year. It was established in 1878. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published at the end of each spring term. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, and group pictures of all school organizations in addition to many special features, which vary from year to year. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for reminiscences of their years at Andover.

The Dramatic Club includes the stage crew as well as actors. Recent productions include "Othello", "Macbeth", and "Of Thee I Sing". Also one or two foreign language plays in *Latin*, *French*, *German*, or *Spanish* are produced each year. These language plays are projects of language-interest clubs that feature illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the Philomathean Society, founded in the year 1825. Bulfinch Hall is ideally appointed for the Philo debates. All students may attend these debates. Also, they may participate in the Philo-sponsored Sunday afternoon forum discussions of current economic, social, and political problems. The faculty meeting room in George Washington Hall is used for these sessions.

Hobby activities are many and varied. In fact, the list changes from year to year, depending upon student interest, availability of faculty advisors, and facilities.

Students interested in art may paint, draw, or model in the studios of the Addison Gallery with the *Art Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school.

The *Birdbanding Club* patrols its line of traps and reports its season's summary to the U. S. Bureau of Fish and Wildlife.

Printing for posters and for the church calendars bears the imprint of the *Paul Revere Press* and is produced in the basement of Paul Revere Hall where complete equipment for a small print shop is located.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but also at the radio shack it has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

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The *Rifle Club*, one of the largest and most active organizations in school, gives boys who are interested in indoor rifle shooting, particularly upperclassmen, an opportunity to fire for pleasure, for National Rifle Association awards, or in interscholastic competition.

Model Railroaders may meet in the basement of Pearson Hall where an extensive layout of track and rolling stock awaits their attention.

The *Science Club* is available four afternoons each week for boys who claim experimenting in physics or chemistry as their science hobby. An engines division of the *Science Club* has two automobiles and one airplane engine awaiting the wrench and screwdriver of those boys who are happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Bicycle trips are also popular with the group.

During the winter term, the *Stamp Club* meets weekly in the Oliver Wendell Holmes Library. High spots in the club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors the showing of selected motion pictures of the past to the school and then discusses vigorously among its members the values and shortcomings of the films.

The *Sailing Club* has constructed a fleet of small sailing boats that is maintained in a nearby pond where they await pleasant afternoons for racing.

The *Phillips Society* welcomes to its membership any boy in school who wishes to take part in its activities. These activities have as their purpose the development of a better understanding of the needs and problems of other people and carrying out a program that will help to meet these needs. Foremost among the purposes for which Phillips Academy was established was the desire to help students learn "the great end and real busi-

ness of living". The Phillips Society has been formed to further that aim.

The present organization represents a joining of forces of two groups that have played an important part in Andover life: the *Society of Inquiry*, founded over a hundred years ago; and *Circle A*, organized early in the 1930's. The merging of these groups is the result of the growing strength of each, and of the recognition that with a coordinated program their contribution to the school and to the community will be improved and increased.

The Phillips Society's interests are suggested best by listing some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, Community Chest, the Salvation Army, Hampton Institute, the Grenfell Association, and other organizations.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, second-hand books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

Sunday School teaching and deputation work in the churches in Andover and its vicinity.

For musical activities see "Music," pages 54-55.

CONCERTS AND LECTURES, 1950-1951

The following concerts and lectures, open to Phillips Academy students without charge, were given during the school year 1950-1951:

1950

Fri. Oct. 6 Fritz Heitmann, organist

Fri. Oct. 13 Neidlinger & Haas, musical satirists

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Fri. Nov. 17 Boris Goldovsky's New England Opera Co.
Fri. Dec. 8 Cornelia Otis Skinner, monologist

1951

Sat. Jan. 13 Adele Addison, soprano
Sat. Feb. 10 Iva Kitchell, dance satirist
Fri. June 1 Rudolph Serkin, pianist

HEALTH SUPERVISION

Under the supervision of the School Physician every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, proper recommendations are made and a report sent to the parents. The Department of Health supervises the correction of speech disorders and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The Isham Infirmary is a well-equipped small hospital. Graduate nurses are in residence during the entire school year. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. The Alumni Committee on Health meets and discusses with the School Physician policies of health and administration. The members of this committee are Drs. Reginald H. Smithwick, Arlie W. Bock and Joseph C. Garland. Cases requiring major surgical procedures are hospitalized in Boston. Parents are notified of any illness and are kept informed concerning its course.

Complete facilities for the repair and straightening of teeth are available at the Infirmary. A full-time dental hygienist is on the staff, and Boston dentists make visits at regular intervals so that fillings and other dental work may receive efficient attention.

Each student must present evidence of vaccination against smallpox within five years prior to admission, and also evidence of immunity against diphtheria. Tetanus and Typhoid-Paratyphoid toxoid immunization is given to all entering students who have not previously had this protection.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and Physical Education occupy a vital place in Andover life. The Physical Education, Intramural and Interscholastic Athletic phases of the program involve every student. The program aims to raise and maintain the level of physical condition, to develop skill and coordination in games, to encourage the growth of enthusiasm and appreciation for sports, and to aid in the development of desirable personality and social traits.

All students must participate in Athletics, and those who do not meet minimum standards in swimming, posture, and motor skills are given work of a specialized nature. The Interscholastic athletic program provides the opportunity of competition for the most proficient students. The best of leadership, *equipment and training techniques aim toward the development of superior performers. The Intramural athletic program includes all students who are not members of a varsity squad and provides the opportunity to engage in competition in all seasonal sports. During the fall the sports offered are football, soccer, cross country, tennis and swimming. In the winter there are basketball, swimming, hockey, wrestling, squash and track. In the spring the sports are baseball, tennis, golf, lacrosse, outdoor track and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physicians' services shall be rendered and infirmary care provided without charge.

*See page 35 regarding athletic equipment.

REQUIREMENTS FOR ENTRANCE

The basic requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is necessary to make selections on a competitive basis, with emphasis on general accomplishment and promise. Character, personality, and breadth of interest play a large part in the selection of applicants, which is not made on the basis of scholarly attainment alone. Geographical distribution and priority of application are among the factors that must be taken into consideration. *It is highly advisable to make application before March 1 of the proposed year of entrance.* Candidates for entrance should take examinations as directed by the Admissions Office, and each applicant is asked to take the Aptitude Test; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is correspondingly keener. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 36-40. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. *It is not required that all a boy's courses be in the class in which he is rated. He is permitted to take individual subjects below or above that class if his*

preparation in the prerequisites of those subjects justifies such action. But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Boys entering any of the three upper classes may receive credit for certain courses taken at their previous schools.

PROCEDURE IN APPLYING

In making preliminary application for admission to the Academy, the parent or guardian should submit the form in the back of this catalogue, unless he has already received a detailed final application blank from the Admissions Office. In the late fall a final application form is sent to each preliminary candidate desiring admission in the following September. This form, after completion of the first part by the parent or guardian, should be submitted to the principal of the school presently attended by the applicant, with the request that it be returned *directly to Phillips Academy as soon as possible.*

Along with the final application blank three Confidential Recommendation Forms will be sent to the parent or guardian. Two of these should be given to the boy's current teachers and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, these forms should be returned by the writers directly to the Admissions Office.

Whenever possible it is highly desirable that boys come to Andover for a personal interview with the Director of Admissions or the Admissions Officer. Appointments for such interviews should be made in advance. Boys unable to visit Andover should inquire about the possibility of arranging a personal interview with a local or nearby alumnus of the Academy.

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Rooms are assigned to incoming students during the summer, *in the order in which their admission applications are filed*. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 28-29) for the Academy's regulations regarding immunization against certain infectious diseases.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from their performance on the Aptitude Test and on entrance examinations in arithmetic or algebra and in English.

The examination for entrance to Mathematics I (Arithmetic) covers common and decimal fractions, square root, denominate numbers, percentage, and interest. A boy whose mathematics course consists primarily of algebra should write instead the Mathematics I (Comprehensive) examination. This paper will include some arithmetic and the topics covered in Part I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill — Enlarged Edition).

The examination in English tests the candidate's knowledge of grammar, the extent of his vocabulary, and the skill of his writing. In grammar he should know the parts of speech and the uses of words, phrases, and clauses in the sentence. The composi-

tion will test his ability to organize ideas and to develop them in coherent paragraphs of simple narrative and expository writing.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin should write the paper for entrance to an advanced section of Latin I.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin. (Note statement on page 34 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 1952.")

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, in addition to the Aptitude Test, examinations are required on the work of the Junior year in algebra, in English, and in foreign language, if the latter is being studied. This work is outlined on page 38 and is described in pages 41-57. *In many instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language in the pamphlet of sample examination papers (see page 34).* Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2* respectively. (Note statement on page 34 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 1952.")

*See page 43.

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UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should, in most cases, write the Academy's examination for entrance to English 3 and the Aptitude Test. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits, by certification or examination, which cover the work of the Academy's three lower years or its equivalent. The Aptitude Test and an examination for admission to English 4 are usually required as a minimum.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 9 and 10, 1952. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: Samuel Phillips Hall, Phillips Academy;
In New York: Union Theological Seminary;
In other cities by special arrangement.

For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required. A pamphlet of sample examination papers will be supplied upon request without charge.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on May 26 and 27. The fee is \$5.00. The Secondary Education Board, Milton, Massachusetts, publishes a pamphlet, "Definition of the Requirements for 1952," which in-

cludes helpful information about the Board's English III and IV, Mathematics III and IV, Latin Cp. and French Cp. requirements for the Junior or Lower Middle Class, together with samples of the previous year's papers. The cost of this pamphlet is sixty-five cents, postpaid. (See footnotes under the statement of requirements for each of these classes.)

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student. Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name. The Academy does not issue a detailed list of necessary equipment, but all boys are advised to bring extra bedding and warm clothing for the winter months. Athletic equipment is provided for varsity teams in most sports, but all boys are advised to bring whatever they already own, and not to purchase new equipment before coming to school. Some equipment is available on a rental basis.

Parents are referred to the statement on "General Regulations" (pages 58-59) for further information.

PHILLIPS ACADEMY

COURSE OF STUDY

1951-1952

The curriculum of Phillips Academy combines a required core of compulsory subjects, necessary for college preparation and a wellrounded education, and elective courses to fit the special needs and interests of each student. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical. Class-room groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment and ability.

For full membership in a given class, students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable. It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Beginning in September, 1951, a revised curriculum was instituted for all classes. The change was prompted mainly by a desire to provide a program more readily adaptable to the needs and aptitudes of the individual boy while at the same time maintaining a required core of the fundamental disciplines of English, mathematics, foreign language, history, science, fine arts, and the Bible.

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DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English

3 units of mathematics

*3 units of one foreign language, either ancient or modern

1 unit of history, normally American

1 unit of laboratory science

†½ unit of ancient history in the Junior year

†½ unit of elementary science in the Junior year

3 units of elective courses

‡Bible in the Lower Middle year

‡Art and Music, or Studio Art, or Music** in the Upper
Middle year

‡An elective minor in the Senior year

The term "unit" means the successful completion of a year's work in a major, i.e., a 4 or 5 period-per-week course.

In order to receive the diploma, candidates must pass all of their courses in their Senior year even though they may be ahead in units.

*Two units of each of two foreign languages are permitted under special circumstances.

†With special permission qualified boys may take a second foreign language in place of these two minor courses.

‡Qualified boys are allowed to substitute a fifth major course for the required minor in one or more of the last three years. Such boys will receive diplomas inscribed "With extra credit."

**Qualified boys may take instrumental or vocal lessons or ensemble music.

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THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
*Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science	3	" " "
	<hr/>	
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
*Foreign Language 2	5	" " "
†Elective (major)	4 or 5	" " "
Bible 1	2	" " "
	<hr/>	
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
*Foreign Language 3	4	" " "
†Elective (major)	4 or 5	" " "
Art & Music, or Studio Art, or Music	2	" " "
	<hr/>	
Total	19-20	" " "

*Greek, Latin, French, or German. Spanish by special permission.

†One elective major in the three upper years must be a laboratory science.

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Senior Year (12th grade)

English 4	4	periods per week		
History 4 (American)	5	"	"	"
*Elective (major)	4 or 5	"	"	"
*Elective (major)	4 or 5	"	"	"
Elective (minor)	2	"	"	"
<hr/>				
Total	19-21	"	"	"

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 4s, 5	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4	†Mathematics 7
French 1, 2, 3, 4	†Advanced Art
German 1, 2, 3, 4	†Music Major
Spanish 1, 2, 3, 4	†Religion
Biology	†History 3 (English)
†Chemistry	†History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three- and four-year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only

‡Not permitted after the Lower Middle year

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Elective Minors (ordinarily for Seniors only)

Greek	Music Appreciation
Latin	Mathematics T
French	Mechanical Drawing
German	Navigation
Spanish	Bible 2
Anatomy	Contemporary Affairs
Anthropology	Philosophy
Chemistry S	Public Speaking
Physics S	Social Problems
Instrumental Ensemble	Advanced Studio Art
Harmony	Advanced Art Appreciation
Instrumental Lessons	Studio Art

Special Courses

Special courses designed to cover the work of two years in one are offered to properly qualified boys in the following subjects:—Algebra and Latin for Juniors; French for Lower Middlers; and German, Greek, and Spanish for Seniors.

A half-year, optional, non-credit course in Public Speaking is open to Upper Middlers and Seniors.

Detailed descriptions of all courses may be found on pages 41-57.

DESCRIPTION OF COURSES

ENGLISH

The courses in English aim to teach students to speak and write clearly, to read with comprehension and appreciation, and, through the study of literature, to develop discrimination and taste in the judgment of books.

These aims are achieved by frequent practice in speaking and writing, by close reading, by sustained attention to problems of syntax and rhetoric, by the study and discussion in class of the chief literary types, and by wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

There are two elective courses for those students who have completed four years of English, one a course in expository writing, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH 1. Five hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) sustained instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), Masefield's *Dauber* (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *Great Expectations*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Correct English*, edited by Tanner (Ginn and Co.)

ENGLISH 2. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story and the novel, the drama, poetry and the familiar essay; (7) continued study of the techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Short Stories*, edited by Schweikert (Harcourt, Brace), *David Copperfield*, *The Rise of Silas Lapham*, *Arrowsmith*, *The Merchant of Venice*, *Henry IV (Part I)*, *Poems for Modern Youth*, edited by Gillis and Benet (Houghton, Mifflin), *Poems*

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for *Enjoyment*, edited by Liberman (Harper), *An Inland Voyage, Travels with a Donkey, A Handbook of English*, edited by Harris, Roberts, Johnson (Oxford).

ENGLISH 3. Four hours, all requiring outside preparation. The class hours are devoted to (1) literature and (2) rhetoric. The five main types of literature—fiction, the drama, the essay, biography, poetry—are studied in representative texts of graduated difficulty with continued emphasis upon close reading, explication, and discussion.

There are frequent long themes and class papers. The emphasis in this course is upon writing. This involves sustained attention to problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Ethan Frome*, *The Mayor of Casterbridge*, *Bacon's Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harper), the poems of Browning, *John Brown's Body*, *An Introduction to the Study of Poetry* (American Book Co.)

ENGLISH 4. Four hours, all requiring outside preparation. The work of this course gives training, on an advanced level, (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. This course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, research projects, and original work.

Representative texts are *Tess of the D'Urbervilles*, *The Return of the Native*, *The Scarlet Letter*, *The Forsyte Saga*, *The Great Gatsby*, *Understanding Fiction*, edited by Brooks and Warren (Crofts), *Great Modern Short Stories*, edited by Cerf (Modern Library), *Hamlet*, *Othello*, *Henry IV, Part I*, *King Lear*, *Antigone*, selected plays of Ibsen, Shaw, Galsworthy, O'Neill, *British Poetry and Prose*, edited by Lieder, Lovett, Root (Houghton, Mifflin), *Current Thinking and Writing*, edited by Bachelor and Henry (Appleton-Century), *Straight and Crooked Thinking* (Simon and Schuster), *Strachey's Queen Victoria* (Harcourt, Brace), *Understanding Poetry*, edited by Brooks and Warren (Holt).

In each English course, in addition to assigned reading, students do collateral reading which is guided by the English teacher.

In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

ENGLISH 4 S. Four hours, all requiring outside preparation. An elective course open to students who have successfully completed four years of secondary-school English but who need further training in writing, especially exposition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*; literary aspects of the writing problem are dealt with also through a study of Doubleday's *Studies in Poetry*. More extensive models of writing are examined in a planned sequence of collateral reading throughout the year.

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ENGLISH 5. Four hours. An elective course open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English.

PUBLIC SPEAKING

Two hours. It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in brief-writing and argumentative speeches. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The texts used are *Speech: A High School Course* by Sarret, Foster & McBurney (Houghton-Mifflin), *Speech Projects*, by Henry L. Ewbank (Harpers).

*FRENCH

The French Department offers a continuous four-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and on paper. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary (*Petit Larousse illustré*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

FRENCH 1. Five hours. Text: Robin & Bergeaud, *Le Français par la méthode directe* (Hachette, Paris), Lessons 1-45.

FRENCH 2-A. Five hours. Texts: Robin & Bergeaud, completed. Bullock, *Grammaire française, méthode orale* (Appleton-Century-Crofts), first 13 lessons. Perrier & Lebel, *La Garde montante* (Brentano).

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: E. B. DeSauzé, *Nouveau cours pratique de français pour commençants* (J. C. Winston Co.) Bullock. Perrier & Lebel.

FRENCH 1-2. Eight hours. For students of above average linguistic aptitude who wish to take more French at Phillips Academy or who desire to satisfy its language requirements earlier in order to concentrate in other fields. The course

*See footnote on page 47.

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uses the same texts and covers the same ground as French 1 and French 2-A; those who pass are admitted to French 3. Only for students who have had no previous French.

FRENCH 3. Four hours. Bullock, completed. C. Aveline, *La double mort de Frédéric Belot* (Emile Paul, Paris). Ogrizek, *La France* (Odé, Paris).

FRENCH 4. Four hours. Texts: D. W. Alden, *Introduction to French Masterpieces*, (Appleton-Century-Crofts). A. Lévêque, *Histoire de la civilisation française* (Henry Holt).

FRENCH 5. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

*GERMAN

The four-year course offered by the German Department includes these four immediate objectives: the progressive development of the use of the foreign language for (1) reading, (2) speaking, (3) writing and (4) understanding the spoken language. To these are added the ultimate objectives of gaining an interest in the life and ideals of the foreign people and an increased curiosity about their literature and art.

Consequently, supplementary reading of books containing cultural materials constitutes an integral part of the requirements of each course. Further appreciation of the foreign culture is widened and deepened by the equipment placed at the disposal of the students. A phonograph is made available to them so that they may hear records of German folksongs and artistic renderings of famous poems and ballads. A set of language records in the classroom serves to awaken the student's curiosity and stimulate his interest, thus making the language more enjoyable.

GERMAN 1. Five hours. A fluent and accurate pronunciation is the desideratum. Oral and silent reading of carefully graded texts begins after the first two weeks. The oral work is largely imitative. Aural comprehension is gradually attained by oral reading, dictation exercises, etc. Grammar is studied inductively and is mostly functional in its application. The use of German is required in the classroom. The textbooks used are: Wesselhoeft's *Elementary German Grammar* (Heath); Rehder and Twaddell's *German* (Holt); Evans and Röseler's *Say it in German* (Crofts); Hagboldt's *Graded German Readers* (Heath); Cambridge *German Contact Readers Series I* (Cambridge, 1936).

GERMAN 2. Five hours. A quick review of grammar is made. Oral and silent reading is continued. Dictation exercises, extensive use of functional grammar, and an expansion of the vocabulary receive increasing emphasis. An all-German textbook for German conversation supplements the other oral textbook material: Suitable texts are: Curts' *Basic German* (Prentice-Hall);

*See footnote on page 47.

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Appelt and Hanhardt's *Deutsche Gespräche* (Heath); Schinnerer's *Continuing German* (Macmillan); Hagboldt's *Graded German Readers*, Intermediate. (Heath); Vail's *Graded German Stories* (Oxford University Press); Kästner's *Die verschwundene Miniatur* (Heath).

GERMAN 3. Four hours. A progressive development of aural comprehension and oral expression, an increased ready recognition of an extensive vocabulary and greater speed in reading are the chief aims in the third-year course. Oral ability is improved by the use of an oral-composition manual which emphasizes free oral reproduction. A cultural text — Steinhauer's *Deutsche Kultur* (Oxford Press) supplements the classroom reading texts for outside reading. Suitable texts are: Bergethon's, *Grammar for Reading German* (Houghton Mifflin); Rose's *Fliessend Deutsch* (Heath); Morgan and Strothmann's *Reading German* (Ginn); Diamond and Uhlendorf's *Mitten im Leben* (Holt); Schiller's *Wilhelm Tell* (Allyn-Bacon).

GERMAN 4. Four hours. The student's experience in conversation and reading is enriched by oral reproduction and by the reading of more mature material. Intensive reading is continued and the amount of extensive reading is steadily increased. Book reports in the foreign language are required. Suitable texts are: Schiller's dramas; selections from Goethe's works; novels of Keyserling, Mann and Bahr; Schweitzer's *Leben und Denken* (Holt); German poetry; Steinhauer's *Deutsche Kultur* (Oxford University Press).

GERMAN 1-2. Six hours. This course is planned for qualified Seniors who wish to complete in one year the material covered in German 1 and 2. Röseler's *Shorter College German* (Crofts) and the same reading texts as for German 1 and 2 are used.

GERMAN S. Two hours. This course is for qualified students from the Senior class who wish to continue German and yet cannot devote four hours a week to it. Oral practice and the study of literary works are emphasized. Rose's *Fliessend Deutsch* (Heath) and the texts listed under German 3 are used.

GREEK

GREEK 1. Five hours. This course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar review.

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GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 1-2. Five hours. This course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The text is Chase and Phillips' *A New Introduction to Greek* (Harvard University Press).

GREEK T. Two hours. This Senior elective studies the Greek Old and New Testaments.

LATIN

LATIN 1. Five hours. This course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *Pearson's Essentials of Latin* (American Book Company). The course aims at a thoroughly dependable foundation for subsequent reading and study.

LATIN 2 (Caesar). Five hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. Vocabulary includes the word list recommended by the College Entrance Examination Board for the second year. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time. The course is in all ways introductory to the study of Cicero and Vergil.

LATIN 3. (Cicero). Four hours. This course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. (Vergil). Four hours. In this course an effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the work of Ovid and of other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six books of the *Aeneid*. Vocabulary includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world.

LATIN 5. (Horace). Two hours. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

The Department of Spanish offers a continuous course, covering four years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

SPANISH 1. Five hours. This beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are *Spanish for Conversation* by Leslie (Ginn and Co.) and *Tres Cuentos* by García (Prada Wilson), with as much additional reading as possible at an appropriate level.

SPANISH 2. Five hours. This is a continuation course placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral speeches are stressed with some emphasis on extemporaneous speaking. Walsh's *Repaso* (Norton) is used, and such readers as *Cuentos Americanos* by Walsh (Norton), and *Spanish Short Stories* by Olmsted and Grismer (Ronald).

SPANISH 3. Four hours. This is an advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish in so far as is feasible. The main texts, supplemented by additional readings, are *Alternate Spanish Review Grammar and Conversation* by Carnahan, Seymour and Hespelt (Heath); *Pensativa* by Goytortúa (Crofts); and *Cuentos Criollos* by Walsh (Heath).

SPANISH 4. Four hours. This course aims to develop an appreciation of modern Spanish literature, particularly as exemplified by Benito Pérez Galdós, next to Cervantes greatest of all Spanish authors, whose fertile and prolific pen gives a complete and accurate insight to the people and culture of Spain. It presupposes a rather extensive knowledge of grammar and vocabulary, as well as a fairly fluent conversational ability. In addition to the novels by Galdós, an

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

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excellent, current, bi-monthly news magazine, *Visión* is used to satisfy the need and demand for a vocabulary adequate for everyday living. Basic texts: *Mari-anela* and other selected novels by Galdós and *Visión*. Conducted entirely in Spanish.

SPANISH S. Two hours. This minor course is open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

SPANISH 1-2. Six hours. This is a course designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2.

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves towards the analytical and abstract only in the Upper and Senior years. The first courses rely upon textbooks for students. The last have texts available but direct the abler students to specific reading in historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1. GREECE AND ROME. Three hours. This course is designed to introduce the students to the study of History, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, the Near East, Mesopotamia, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, literature, religion and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is in turn placed on note-taking, map work, and writing.

By the middle of the fall term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to and in comparison with the present. Emphasis is upon the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, and Rome's contribution in bringing Hellenistic culture to mediaeval Europe.

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. In this course the students are given a view into the history of Western Europe, from the end of Roman domination to the period of Napoleonic ascendancy.

France, with her political and cultural influences upon other countries, is the central theme.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The Library provides the several texts necessary for the various topics to be studied; visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

HISTORY 4. THE UNITED STATES. Five hours. This final course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed.

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CONTEMPORARY AFFAIRS. Two hours. An elective course for Seniors, it offers a brief commentary on significant current issues. It includes the historical background of immediate international problems, recent policies of the Great Powers, analysis of the balance of power struggle, and critical examination of the methods and objectives of Russian policy. Students are expected to read in historical works and current periodicals, and to participate freely in classroom discussion.

MATHEMATICS

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The course covers the topics of Welchons and Krickenberg's *Algebra*, Book I (Ginn) through systems of equations involving one quadratic and one linear. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

The abler students are placed in a section (Mathematics 1-2) which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B — First Year Algebra. Five hours. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used are the same as in Mathematics 1A.

MATHEMATICS 2 — Second Year Algebra. Four hours. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A — Plane Geometry and review of Algebra. Five hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). The supplementary work in algebra is covered with the use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

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Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra and Review of Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for two units credit in elementary and intermediate algebra.

MATHEMATICS 4 — Trigonometry, Solid Geometry, and Advanced Algebra. Five hours. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, and selected topics in advanced algebra. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath), Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon), and Smith-Fagan's *Mathematics Review Exercises* (Ginn).

Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS T — Plane Trigonometry. Two hours. This is an elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 7 — Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is *Calculus and Analytic Geometry* by Holmes (McGraw-Hill).

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MECHANICAL DRAWING

Two hours. This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, orthographic projection, isometric projection, intersection of surfaces, development of surfaces, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing*—Seventh Edition—(McGraw-Hill), and is supplemented by sound motion pictures and film strips.

NAVIGATION

Two hours. This course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Mixer's *Primer of Navigation* (Second Edition) are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

ELEMENTARY SCIENCE

Three hours. Designed to form an easy approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Following a survey of the consequences of the shape and motions of the earth, it continues with the elements of meteorology, of physical geology, and a very brief sketch of earth history and the theory of evolution. Throughout, emphasis is placed on the development of reasoning power rather than the mere collection of facts, and careful attention is paid to the methods used by scientists in acquiring knowledge and developing ideas.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for recitations and once for two-hour laboratory periods with separate sections for Lower Middlers and for upperclassmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination

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Board and counts one credit for admission to college. The text for upperclassmen is MacDougal and Hegner's *Biology* (McGraw-Hill). The text for Lower Middlers is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

CHEMISTRY

Four hours. The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

CHEMISTRY S. Two hours. One class and two laboratory periods each week. The course is for students who have completed a course in elementary chemistry and who wish to keep contact with the subject. Class work has some review and some advance in principles. Laboratory work is chiefly preparation of inorganic compounds.

PHYSICS

Four hours. This course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Burns, Verwiebe & Hazel's *Physics, a Basic Science* (Van Nostrand), supplemented by Miller's *Progressive Problems in Physics, Revised* (Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of Physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about forty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS S. Two hours. This course is open to Seniors who have completed a year of Physics, and who need to take an examination in the subject for admission to college or engineering school. Most of the time is occupied with the techniques of solving numerical problems. During the spring term, after the entrance examination has been taken, the course is directed into fields not previously studied, according to the preference of the students.

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THE VISUAL ARTS

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music", is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Industrial and Decorative Arts. This course, counting as two hours a week, is one of three options ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The function, construction, and appearance of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it presupposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full, or major, course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, either as a continuation of the studio course or as a discussion section.

MUSIC

INTRODUCTION TO MUSIC. Two hours. The second half of the course "Introduction to Art and Music" is devoted to music. This course is ordinarily required of all members of the Upper Middle Class, with the exception of those students who are permitted to take Music Appreciation, Instrumental Ensemble, private instruction in music, or Studio Art. The development of musical thought is studied in order to give the student an acquaintance with the

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strengths and weaknesses of all types of music, and to give him a greater understanding and enjoyment of serious music. The evolution of American music from Folk music to today's symphonies is studied, as well as program music and symphonies of the romantic and classical schools. The subject matter is illustrated with recordings.

INSTRUMENTAL ENSEMBLE. Two classroom and two evening rehearsal hours. Qualified instrumentalists may take this course in their Upper Middle and/or Senior years with the permission of the instructor. A basic knowledge of a band or orchestral instrument is required. The purpose of the course is three-fold, to develop an understanding and appreciation of a wide variety of music through sight reading, to develop knowledge of the mechanics of music by extensive work on a more limited number of works, and to develop a greater facility with the chosen instrument through a greater opportunity for playing it in a group.

MUSIC APPRECIATION. Two hours. This course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. The course is open to Seniors as an elective, and also to qualified Upper Middlers.

HARMONY. Two hours. This is a course which equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite to this course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. Lessons are normally given without charge to members of the school orchestra and the band. For particularly advanced students arrangements are made for a teacher to come out from Boston, for which there is a small fee. For piano and organ students there is a separate charge of \$100 per year for weekly half-hour lessons, and \$200 for weekly hour lessons. The charge for voice lessons is comparable. A staff of distinguished teachers is available for this instruction.

MUSIC MAJOR. Four hours. For students who wish to take Music as a major course in their Senior year.

CHAMBER ORCHESTRA. The school chamber group meets weekly and plays a wide variety of music. This group occasionally presents concerts at the Academy and at neighboring schools.

MARCHING BAND. During the football season the school Marching Band performs at the half-time of every game. This group (which meets twice weekly for musical rehearsals, and once a week for marching practice) develops unusual facility in playing band music, as well as in performing intricate maneuvers on the field.

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CONCERT BAND. The Concert Band is formed after the end of the football season. This group prepares serious and semi-classical music, arranged for Band, for presentation in a series of concerts at Phillips Academy and at neighboring girls' schools. The Brass Choir, made up of members of this group, often joins the Chapel Choir in presentation of sacred music in the Chapel. They also frequently perform at Glee Club and Band concerts.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

GLEE CLUB. The Glee Club consists of one hundred members, and meets twice a week for rehearsals. Secular part songs are prepared for joint concerts with the glee clubs of neighboring girls' schools. Occasionally the Glee Club collaborates with the Dramatic Club in the presentation of operettas in George Washington Hall.

CHOIR. The Chapel Choir consists of fifty students. In their rehearsals, once a week and before the service on Sunday, they prepare the music to be sung in the Chapel, in which they maintain a high standard of choral singing. Once each term, choirs from nearby girls' schools join the Chapel Choir in the presentation of a special musical service.

RELIGION

BIBLE 1. Two hours. This course is a study of religion in the making. It traces the development of the most important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This course is given to all members of the Lower Middle Class.

BIBLE 2. Two hours. No prerequisite. This is an elective course for Uppers and Seniors, who wish to make a more intensive and comprehensive study of the Old and New Testament Scriptures than that offered in the Lower Middle Year.

RELIGION. Four hours. This is an elective course for Seniors. It includes a term's study of eleven living religions of the world and their sacred writings. The second part of the course is devoted to a study of Christian Ethics. The third term's work introduces students to a philosophic approach to the Christian Faith.

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ANATOMY

Two hours. This survey course, for Seniors and Upper Middlers, is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics.

ANTHROPOLOGY

Two hours. An elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

PHILOSOPHY

Two hours. A Senior elective is offered in this subject with the object of giving background and direction to the curiosity about general ideas not uncommon among able youths at this age level. The course aims at creating an awareness of the contemporary significance of the persisting major problems of philosophy, especially those in the fields of ethics and politics. Although Joad's *Guide to Philosophy* and Russell's *History of Western Philosophy* are used as background texts, the chief work of the course consists of the careful reading and full discussion of key excerpts from masterpieces of philosophy, ancient and modern.

SOCIAL PROBLEMS

Two hours. This elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

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GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 12.38 P.M.
Athletics	2.00 P.M. to 3.30 P.M.
Recitation and study hours	3.55 P.M. to 5.35 P.M.
Chapel	5.45 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The rules to which the students are expected to adhere have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences or eight demerits

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involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages renders a student liable to dismissal.

Smoking, subject to certain restrictions, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms or explosives of any description in their possession or to use them, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

EXPENSES

GENERAL INFORMATION

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid, or the scholarship earned, have benefited by the endowment funds.

No patron of the school in recent years has met the full cost of his son's Andover education. The total cost to the Academy for each student during the year 1950-51 was approximately \$2,330. Of this figure, \$1,400 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni and from other sources.

TUITION CHARGES

The tuition charge for each student at Phillips Academy is as follows: \$700 payable on October 1; \$350 payable on January 1; and \$350 payable on April 1. The net rate charge to scholarship students varies according to the need of the applicant. Each student, when assured of admission, is required to make a deposit of \$50 which is credited on his first regular school bill.

The tuition charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all

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authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include charges for tutoring, Language, Training, special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, dues to school organizations, and unnecessary breakage and damage to school property.

MEDICAL INSURANCE

To assist parents in budgeting expense for consultants, surgeons, private nurses, and such hospitalization as may be necessary, our student insurance plan is provided. The cost is \$12.50 for the period beginning noon, September 17, 1951, and continuing until midnight, June 8, 1952. This charge is payable on October 1.

BREAKAGE DEPOSIT

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Classroom privileges may be denied to students whose bills are not settled when due. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

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“EXTRAS”

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of “extras” are given. These are *not* charges made by or payable to the Academy.

Laundry (if done locally)	\$70
Pressing and cleaning	15
Books and supplies	40
Dues, publications, and charitable contributions	15
Miscellaneous, including spending money	60
	<hr/>
	\$200

The thrifty boy can, of course, cut these figures considerably, especially by mailing his laundry home and by purchasing second-hand text books. Scholarship boys can obtain most of their books through the Loan Library. Expenses for travel and for clothing (see page 35) are an entirely personal matter.

FINANCIAL AID FOR STUDENTS

Boys of strong character, ability, and ambition who need financial assistance are encouraged to apply for admission and for aid, even though not all requests can be met. The Scholarship Committee, in addition to awarding grants, exercises control over all student employment, such as work in various departments of the school and on campus concessions, which are organized under the Bureau of Self-Help. The anticipated revenue from such work is included in the over-all provision made for each boy on the scholarship list.

Scholarship awards vary in amount according to the applicant's need, with a few full scholarships of \$1400 for boys of special promise and great need. The Scholarship Committee re-

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quires a complete and definite statement of parents' financial circumstances, which will be kept confidential. Applications for renewal of aid, which should be made before April 1, will be considered in the light of the candidates' achievement and circumstances. All boys on the scholarship list are expected to maintain scholastic records compatible with their ability and to show in every possible way that they are cognizant of and deserving of the special opportunities which they enjoy. Under the Grant-Work Program, each scholarship boy is expected to perform some useful service about the school in partial return for the aid he receives.

Loans to help meet the annual charges may be arranged with the Treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES. For declamation. \$30 and \$20. Founded (1878) by Warren F. Draper, Class of 1843, (sustained since 1867).

MEANS PRIZES. For declamation of original essays. \$25, \$15, and \$10. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$60 to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. Sustained by the late Charles H. Schweppe, Class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$15 and \$10. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$30. Founded (1923) by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

PHILLIPS ACADEMY

LANGLEY PRIZE. For an essay on Charles Dickens, open to the entire school. \$15. Founded (1927) by Stephen S. Langley, Class of 1863.

LEONARD PRIZES. For declamation of original essays. \$10, \$6, and \$4. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Department of English, in memory of the late Arthur W. Leonard, former Head of the English Department.

CARR PRIZES. For skill in oral English. \$20, \$15, and \$5. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, Class of 1922.

BURNS PRIZES. For an original poem. Three prizes of \$15 each to be awarded to one boy in each of the three upper classes. Founded (1944) by Mrs. Jules Burns in memory of her son, Lieutenant Charles Snow Burns, Class of 1941.

KATES PRIZE. For an essay in American Literature. \$25. Sustained (since 1950) by Sumner R. Kates, Class of 1938.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$25, \$10, and \$5. Founded (1879) by Joseph Cook, LL.D., Class of 1857.

WEIR PRIZE. In New Testament Greek. \$50. Founded (1928) by Rev. William N. Weir, Class of 1895.

DOVE PRIZES. In Latin. Open to Seniors. or members of Latin 4. \$25, \$15, and \$5. Founded (1915) by George W. W. Dove, Class of 1853 (sustained since 1880).

DEPARTMENT PRIZES. For excellence in Latin translation, composition and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. \$10 and \$5. For recitation from memory of poetry or prose. \$10.

Open to students in Latin 2. Translation and composition. \$10 and \$5. For recitation from memory of poetry or prose. \$10.

Open to students in Latin 1. For recitation from memory of poetry or prose. \$10.

JOHNSON PRIZE. In Greek composition. \$10. Founded (1932) by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, Class of 1875, (sustained since 1924).

VALPEY PRIZES. In Latin composition. \$15.

In Greek composition. \$15.

Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, Class of 1854.

BENNER PRIZE. For excellence in first-year Greek. \$25. Sustained (since 1939) by the Rogers Associates, Inc. in honor of Allen Rogers Benner, Class of 1888, for forty-six years Professor of Greek in Phillips Academy.

CATLIN PRIZE. \$1000. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the Class of 1863.

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GERMAN

STEVENSON PRIZE. In German composition, oral and written. \$10. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., Class of 1896, in memory of his father.

VAN DER STUCKEN PRIZE. \$20. For proficiency in German. Sustained anonymously (beginning in 1952) in memory of Dirk Hugo van der Stucken, instructor in German at Phillips Academy, 1928-1948.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. Founded in part (1909) by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

DEPARTMENT PRIZES. For aural ability. First and second prizes in books awarded to those students in their first and second year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

SPANISH

HAYDEN PRIZE. Awarded to that member of the Junior or Lower Middle class who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. \$25. Founded (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile.

HISTORY

SMITH PRIZE. In American History before 1860. \$50. Sustained (since 1924) by Lloyd W. Smith, Class of 1892.

HAYMOND PRIZE. In American History. \$50, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of \$25 and \$10 respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, Class of 1942 and Thomas Arnette Haymond, Class of 1943.

LAUDER PRIZE. In History of England and the British Empire. First prize \$27.50; second \$17.50. Competitive examination. Founded in 1916, sustained since 1913, by George Lauder in memory of his son, George Lauder, Jr., Class of 1897.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. \$100, \$75, \$50, \$25, and \$10. Founded (1898) by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men.

EATON PRIZE. In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. Sustained (since 1938) by Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics.

PHILLIPS ACADEMY

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. \$25 and \$15. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

RENSSELAER MEDAL. Awarded to that member of the graduating class who has done the best work in Mathematics and Science during his preparatory course.

BAILEY PRIZE. In Lower Middle Mathematics. \$25. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$10. Sustained (since 1900) by William S. Wadsworth, M.D., Class of 1887.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$45. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, trustee of Phillips Academy, 1912-1923.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest grade in the Physical Sciences. \$900. Founded in 1945 by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937.

MARSH PRIZE. In Biology. To a student in the school who has been outstanding in interest and attainment in the Biological Sciences. \$25. Sustained (1936-1949) by the Headmaster and (since 1950) by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day.

MUSIC

CUTTER PRIZE. For proficiency in orchestral, especially stringed, instruments. \$40. Founded (1925) by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840.

POYNTER PRIZE. For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. \$20. Founded (1943) in memory of Edward Pitkin Poynter of the Class of 1940, who gave his life for his country in the aviation service on July 15, 1943.

JONES PRIZE. For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$20. Founded (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943.

COLLIER PRIZE. Awarded for proficiency in the playing of the piano. \$25. Founded (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy.

FULLER MUSIC PRIZE — A prize of \$500 contributed by Mr. Samuel L. Fuller, P.A. '94, to be awarded irrespective of scholarship grants to a musical student who has demonstrated high character and special musical aptitude.

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The recipient will assume responsibility for playing the carillon in the Memorial Tower after all chapel exercises during the school year and on such other occasions as may be directed by the Headmaster.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. Sustained (from 1932) and founded (1942) by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. Given in memory of Augustus Porter Thompson, 3rd, Class of 1928.

ADDISON GALLERY ASSOCIATES PRIZE. For a student who has distinguished himself in art as well as in other activities. \$25. Sustained (since 1941) by the Addison Gallery Associates.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan.

OTHER PRIZES

FACULTY PRIZE. For the Senior graduating with the highest average in scholarship. \$100. Founded (1923) by Sanford H. E. Freund, Class of 1897, (sustained since 1912).

BYER MEMORIAL. A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, Class of 1938.

FULLER PRIZE. Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, Class of 1894.

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. Sustained (since 1944) by Eugene S. Bierer, Class of 1943.

IMPROVEMENT PRIZE. \$100. Awarded annually to that member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development in character and scholarship. Given by a member of the Class of 1916.

VAN DUZER PRIZES. Two prizes of \$250 each, awarded as outlined below. Sustained (since 1912) in memory of Henry S. Van Duzer, Class of 1871.

(a) **ANDOVER-HARVARD.** "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." (b) **HARVARD-ANDOVER.** "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

YALE BOWL. Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

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FEDERATION OF HARVARD CLUBS PRIZE. For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

BUTLER-THWING PRIZE. For the member of the Junior Class with highest marks in entrance examinations. \$20. Founded (1918) by Capt. Francis Butler-Thwing, Class of 1909.

SULLIVAN PRIZES. Four prizes, of \$200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan.

HOPKINS PRIZE. To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. \$200. Founded (1921) by Boetius H. Sullivan, Class of 1905, in memory of John P. Hopkins.

WARREN PRIZE. "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty." \$40. Founded (1925) by Frank Dale Warren, Jr., Class of 1915, in memory of his father, of the Class of 1879.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$35. Founded (1931) by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his senior year.

REED SCHOLARSHIP PRIZE. "The income is awarded annually to a student of character and promise at the beginning of his Senior year." \$450. The William Thompson Reed Memorial was founded (1930) by his father and mother and members of his family, in memory of William Thompson Reed, Class of 1929.

COMMONS PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$10. Founded (1945) by Dr. Willet L. Eccles, Registrar of Phillips Academy from 1930 to 1943. Sustained (since 1951) anonymously.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934.

PHILLIPS SOCIETY SCHOLARSHIP PRIZE. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Founded (1934).

AURELIAN HONOR SOCIETY PRIZE. To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935.

FOX SCHOLARSHIP PRIZE. "To be awarded annually in sums of \$500, \$400, and \$300 respectively to a Senior, an Upper Middler, and a Lower Middler who are preparing for Yale University, who are in need of financial aid and who,

PHILLIPS ACADEMY

in the opinion of the headmaster, combine qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make them outstanding persons in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given." Founded (1942) by Joseph C. Fox of the Class of 1934 in memory of his father, the late Alan Fox of the Class of 1899.

LORD PRIZE. Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Founded (1946) by Mason Faulconer Lord, Class of 1944.

HOCKEY PRIZE. To a member of the Hockey Team who is in good scholastic standing and who during his association with hockey at the school has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Sustained (since 1944) by Sumner Smith, Class of 1908.

SCHUBERT KEY. Awarded annually to a member of the Senior Class who has excelled in varsity athletics and who best has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A key. Sustained (since 1944) by the Eta Delta Phi Society in memory of Edmund John Schubert of the Physical Education Department.

RICHARD JEWETT SCHWEPPE PRIZE. Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. \$40. Founded (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804).....	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.	7,762.64
FARRAR (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
CLARKE (1870). James G. Clarke, Class of 1837, in memory of his mother, Jane Aiken Clarke.	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1844, in memory of his brother, of the Class of 1847. For boys from Andover.	500.00
CLASS OF 1878 (1878).....	1,200.00

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JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
FRENCH (1879). Hiram W. French, of Andover.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.....	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the Class of 1875.....	1,000.00
STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, Class of 1875.....	1,450.14
WARREN F. DRAPER (1890). Warren F. Draper, Class of 1843.....	1,000.00
CHARLES L. FLINT (1890). Charles L. Flint, Class of 1841. Preference to boys from Middleton, Mass.....	5,000.00
HENRY P. HAVEN (1890). Henry P. Haven, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....	1,000.00
DOWE (1892). Joseph Dowe, Class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the Class of 1840.....	1,000.00
MARY W. HOLBROOK (1900). Mary W. Holbrook.....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the Class of 1908.....	5,000.00
GEORGE RIPLEY (1908). George Ripley, of Andover.....	2,500.00
T. A. HOLT (1909). T. Augustus Holt, of Andover. For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913). Allan Morse Penfield, Class of 1904.....	1,000.00

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GEORGE B. KNAPP (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the Class of 1889.....	1,425.00
ABRAHAM B. COFFIN (1924). Abraham B. Coffin, Class of 1852	2,000.00
SAMUEL M. EVANS (1922). Samuel M. Evans, Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting.....	2,515.65
JAMES H. HASTE (1930; 1933). James H. Haste, Class of 1894. . . .	241,074.18
HENRY WALDO GREENOUGH (1931). Henry W. Greenough, Class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932). Moncrieff M. Cochran, Class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00
OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students. . . .	500.00
DAVID AND LUCY HAYWARD SHAW (1939). David and Lucy Hayward Shaw. Preference to boys from Andover.....	10,000.00
WINTHROP H. SMITH (1943). Winthrop H. Smith, Class of 1912. . .	6,000.00
ARTHUR L. KERRIGAN (1945). Arthur L. Kerrigan, Class of 1915	2,500.00
ABBOT STEVENS (1945). Abbot Stevens, Class of 1907.....	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, Class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946). Leonard A. Hockstader, Class of 1896.....	2,500.00
ROBERT D. MILLS (1947). Robert D. Mills, Class of 1893.....	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.....	2,000.00
SUMNER SMITH (1949). Balance of income after \$25 Hockey award (see page 69)	1,142.31

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NEWTON-HINMAN (1950). Ahlers Association in honor of Frederick E. Newton, '93, and George W. Hinman, '94, former instructors at Phillips Academy and faculty guardians of the PBX Society.....	22,243.17
SOCIETY SCHOLARSHIPS. The following funds for general scholarship purposes were created by the school in 1950 at the time of the dissolution of the Society system at Andover.	
AGC SOCIETY (1950). The Rogers Associates, Inc.....	24,461.94
Balance of income after the Benner Prize (see page 64)	
AUV SOCIETY (1950). The AUV Corporation.....	35,000.00
EDP SOCIETY (1950). The Eta Delta Phi Society.....	5,000.00
Balance of income after the Schubert Key (see page 69).	
FLD SOCIETY (1950). The Davison Associates, Inc.....	18,046.14
KOA SOCIETY (1950). The Blodgett Association.....	35,176.17
PAE SOCIETY (1950). The Cooley Association.....	48,945.86
PBX SOCIETY (1950). See Newton-Hinman above.	
PLS SOCIETY (1950). The Phi Lambda Sigma Association...	17,000.00

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.....	5,000.00
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, Class of 1912, who died in the military service of the United States, 1918. . . . "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	6,000.00
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892.....	10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."	
GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen.	5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."	
REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895.....	3,000.00

PHILLIPS ACADEMY

"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."

CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906.....	5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."	
ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, of the Class of 1897.....	5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."	
SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the Class of 1923.....	5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."	
SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the Class of 1898	5,000.00
AUGUSTUS PORTER THOMPSON (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, Class of 1892.....	5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."	
RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the Class of 1922.....	2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."	
CHARLES W. CARL (1945). Charles W. Carl, Class of 1910.....	10,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."	
HERBERT E. STILWELL (1945). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the Class of 1941, who was lost in the English Channel on a mission during the war.....	10,000.00
"Income to be awarded annually to a student of limited means	

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who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891.	5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."	
MACINTYRE (1946). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents.	10,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."	
RAY A. SHEPARD (1949). Friends of Ray A. Shepard, former Athletic Director of Phillips Academy.	2,580.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."	
SUISMAN FOUNDATION (1949). Suisman Foundation, Inc.	5,000.00

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

PHILLIPS ACADEMY

*WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within a short distance of the other school buildings and offer accommodations for fifty Juniors.

*ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors.

*FACULTY HOUSES

The following twenty-eight houses, known as Faculty Houses, provide accommodations in relatively small groups for most of the Lower Middle Class and for a few members of the two upper classes:

Abbot House	Fay House	Pease House
America House	French House	Salisbury House
Blanchard House	Frost House	Samaritan House
Carter House	Greene House	Smith House
Cheever House	Hardy House	Stowe House
Churchill House	Hayward House	Tilton House
Clement House	Jackson House	Tucker House
Cole House	Merrill House	Willis House
Coy House	Moody House	Williston House
Farrar House	Park House	Woods House

*DORMITORIES

FOXCROFT HALL (1809), two entries for thirteen boys each.

BARTLET HALL (1821), two entries for seventeen boys each.

*See page 21 under "Plan of Residence."

PHILLIPS ACADEMY

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

PEMBERTON COTTAGE (1893), for eight boys. The gift of Melville C. Day, class of 1858.

ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries totalling twenty-six boys. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries totalling thirty-seven boys.

DAY HALL (1911), two entries for twenty-three boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for eighteen boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was re-

moved, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it is now being gradually remodelled to house the Music Department. The instrumental music moved into the top floor in the summer of 1951. Tentative plans for 1952 include the construction of a number of practice rooms for piano, instrumental, and vocal students.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the morning assembly is often held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHURCH (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building

PHILLIPS ACADEMY

described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825. The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., Saturdays from 8 A.M. until 6 P.M., and Sundays from 2:30 P.M. until 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

MEMORIAL GYMNASIUM (1951) is still in the process of construction. Located adjacent to Borden Gymnasium, it is being built as a tribute to Andover's sons lost in World War II. In addition to its three basketball courts, its five squash courts and its wrestling

and general exercise rooms, it will include an enlargement of the above pool together with a separate pool for diving.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

SUMNER SMITH ARTIFICIAL-ICE HOCKEY RINK. On the north-east side of the "Cage" is an out-door, artificial-ice hockey rink constructed in 1950 through alumni generosity. Its skating surface is usable in temperatures up to fifty degrees, and the hockey season has thereby been greatly lengthened. During the balance of the year its cement surface is marked off for two all-weather tennis courts.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

PHILLIPS ACADEMY

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in World War I. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

In 1950 the dissolution of the fraternity system at Andover made the following buildings available for the uses indicated:

Alumni House serves as a gathering place for returning alumni. It contains sleeping, eating, and recreational facilities.

Cooley House serves as the headquarters for the Athletic Associa-

PHILLIPS ACADEMY

tion and includes sleeping and recreational facilities for visiting teams.

Benner House furnishes a centrally located snack bar open to the entire school community at appropriate hours.

Graham House is the headquarters of the Phillips Society and its many social gatherings.

Senior House is the social and recreational center for the entire Senior Class.

GROUNDS

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide five football fields, five baseball diamonds, four soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The Andover Summer Session will open on Tuesday, June 24th, and close on Wednesday, August 20th, 1952. The Summer Session Catalogue will be available for distribution after February 1st. Requests for catalogues and inquiries about admission should be addressed to the Director of the Andover Summer Session, Andover, Massachusetts.

OLIVER WENDELL HOLMES LIBRARY

ELIZABETH EADES, A.B., S.B., *Librarian*

RUTH BROWN, A.B., *Cataloguer and Keeper of
the Forbes Vergiliana*

MRS. DOROTHY B. BLOOM, S.B., *Assistant Cataloguer*

HILDA F. HARRIS, A.B., S.B., *Reference Librarian*

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are 72,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

This modern library began about 1906 with the collections of Archibald Freeman, instructor in history. By 1912 there were 5,000 books under the care of a librarian. The circulation amount-

ed to four books a day; attendance averaged thirty-three. During the last year the largest daily circulation reached 194 with an estimated daily attendance close to 900. The Library is open to the community, but its major interest is naturally in the boys of the Academy. The Garver Room provides them with several thousand volumes of reference and study, with the adjoining stacks open to their use. There are tables, lights, and seats for a hundred. In the Freeman Room, with its open fire and easy chairs for twenty-five or thirty, there are available some two thousand books and magazines for the boys' enjoyment. The Library subscribes to or receives as gifts 122 periodicals and nine newspapers. The Poynter Room contains three to four hundred books for little children in the neighborhood.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 247 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, *Director*

FREDERICK JOHNSON, *Curator*

ALFRED VINCENT KIDDER, *Research Associate in
Southwestern Archaeology*

ROSEMARY A. SHEEHY, *Secretary*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list which is available at the museum office.

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*

ANTOINETTE THIRAS, *Secretary and Registrar*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in

the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

PHILLIPS ACADEMY

COLLEGE MATRICULANTS OF THE CLASS OF 1951

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Amherst	6	Massachusetts Institute of Technology	5
Brown	8	Michigan, University of	1
California, University of	2	Middlebury	5
California Institute of Technology	1	North Carolina, University of	2
Carleton	1	Oberlin	2
Chicago, University of	1	Ohio Wesleyan	1
Columbia	2	Pomona	1
Cornell	9	Princeton	30
Dartmouth	3	Rensselaer Polytechnic Institute	1
Davidson	2	Stanford	5
Duke	3	Swarthmore	1
Georgia Institute of Technology	1	Trinity	1
Hamilton	1	Tufts	1
Harvard	32	United States Naval Academy	4
Haverford	2	Washington and Lee	2
Johns Hopkins	1	Webb Institute	1
Kenyon	1	Wesleyan	1
Lebanon Valley	1	Williams	8
Lehigh	1	Yale	54
Massachusetts, University of	1		
			205

PHILLIPS ACADEMY

REPRESENTATION

Massachusetts	204	New Mexico	2
New York	135	Oklahoma	2
Connecticut	69	Colorado	1
New Jersey	41	Delaware	1
Illinois	24	Kansas	1
Pennsylvania	24	Mississippi	1
Ohio	23	Nevada	1
Michigan	15	Oregon	1
California	13		
Florida	13	District of Columbia	9
Maine	11	Puerto Rico	8
New Hampshire	11	Hawaii	2
North Carolina	9		
Georgia	8	Aruba, N. W. I.	3
Texas	8	Brazil	3
Vermont	8	Canada	3
Kentucky	7	Cuba	2
Maryland	6	France	2
Missouri	6	Belgium	1
Washington	6	China	1
Virginia	5	Colombia	1
Alabama	4	Dominican Republic	1
Rhode Island	4	England	1
West Virginia	4	Germany	1
Arizona	3	Lebanon	1
Indiana	3	Liberia	1
Louisiana	3	Morocco	1
Minnesota	3	Nassau, Bahamas, B. W. I.	1
South Carolina	3	Norway	1
Tennessee	3	El Salvador	1
Wisconsin	3	Uruguay	1
Arkansas	2		

STUDENTS 1951-1952

- s Abercrombie, John Edgar, Jr.
Andover
- s Abrahams, Lawrence Michael
Nashville, Tenn.
- J Adams, John Perry
Canaan, N. Y.
- s Adams, Peter Warne
Greenwich, Conn.
- U Aiken, William Eric
Hingham
- L Alberts, Alan Ralph
Newton Highlands
- s Alberts, Dellson Shalit
Brookline
- s Alduino, Joseph Peter, Jr.
Brooklyn, N. Y.
- U Alexander, James Carey
Charlotte, N. C.
- J Alexander, John, 3d
Aurora, Ill.
- U Alexander, Walter
Aurora, Ill.
- U Alkon, Paul Kent
Portsmouth, N. H.
- L Anderson, Frederic Paffard
Noank, Conn.
- s Anderson, Robert Davis
Ontario, Canada
- U Anderson, Robert Palmer, Jr.
Noank, Conn.
- U André, Carl George
Quincy
- U Andrews, Loring Beal, Jr.
Scarsdale, N. Y.
- s Angelis, George Van
Worcester
- U Ansin, Edmund Newton
Miami Beach, Fla.
- U Armitage, John Denton, Jr.
Aberdeen, Md.
- s Arnold, Ernest William, Jr.
Grafton
- J Arthur, Tom Sheldon
Orwell, Vt.
- U Ayscue, Quincy Adams
Monroe, N. C.
- s Babin, David Stuart
Forest Hills, N. Y.
- s Bailey, Stephen Davis
Gilbertsville, N. Y.
- s Baker, James Estes
Richmond, Calif.
- L Bancroft, Philip Lewis
Boothbay, Maine
- U Banta, Peter Gray
Hackensack, N. J.
- U Baquié, John de la Ronde
Louisville, Ky.
- U Barber, Anthony Victor, Jr.
Hewlett, L. I., N. Y.
- U Barnes, Bradford Stevens
Plymouth
- s Barnes, Gordon Donald
Poughkeepsie, N. Y.
- U Barnes, Warner Jenkins
Waco, Texas
- s Barth, Robert Hood, Jr.
Ridgewood, N. J.
- s Bartlett, Peter Barry
Sharon, Pa.
- s Bay, Eugene Albert, Jr.
Flushing, L. I., N. Y.
- J Beale, Joseph Stevenson
Hinsdale, Ill.
- L Begien, Julien Frederick
Cambridge
- L Behn, Peter Christian
Greenwich, Conn.
- J Behrman, David Arthur
New York, N. Y.
- L Berkowitz, William Frost
Woodstock, N. Y.
- s Berlack, Evan Raden
Ossining, N. Y.
- L Berry, Ebb Aaron, 3d
Madisonville, Texas
- L Best, George Robert
Andover
- U Bigelow, John Brittain, Jr.
Pomfret, Conn.
- s Bilsky, Lester James
University City, Mo.

PHILLIPS ACADEMY

- U Bixby, George Henry, 3d
Haverhill
- J Blackmer, Alan Rogers, Jr.
Andover
- J Blake, Dale Winsor
Andover
- L Blanchard, Albert Chick
Bangor, Maine
- U Bland, Ronald Joel
White Plains, N. Y.
- L Blank, Leslie Harrod, Jr.
Tampa, Fla.
- J Blase, Robert Clinton
Forest Hills, N. Y.
- J Blatt, Daniel Harry
Haverstraw, N. Y.
- L Block, Philip Dee, 3d
Chicago, Ill.
- L Bloom, John Arthur
Methuen
- L Blyth, Henry Adams
Palm Beach, Fla.
- s Bodman, John Oramel
Winchester
- s Bourne, Donald Wilson
Far Hills, N. J.
- U Bowman, Ralph David
Pine Plains, N. Y.
- L Boyer, Frederick Alger
Grosse Pointe, Mich.
- s Brace, Lloyd DeWitt, Jr.
Dover
- L Bradley, David Burford
Greenwich, Conn.
- J Bradley, Peter Farrell
Corning, N. Y.
- U Bradley, Robert Louis
Lawrence
- s Bradley, William Edward
Corning, N. Y.
- L Bragg, William John
Harrison, N. Y.
- s Braun, Stuart Lee
Pikesville, Md.
- U Bride, William Thomas, Jr.
Andover
- J Briggin, Clifford Stanley
Larchmont, N. Y.
- s Brittin, Geoffrey Mellor
Auburn, Ala.
- U Brockelman, Anton Henry, Jr.
Worcester
- U Brockelman, Paul Taylor
Worcester
- U Brodhead, Charles Dingman, Jr.
New Lebanon, N. Y.
- s Bromberg, Myron James
Passaic, N. J.
- U Brown, Benjamin William, 2d
Mount Joy, Pa.
- J Brown, Douglas Coffin
Keene, N. H.
- J Brown, Henry MacPherson
Salem
- J Brown, Keith Spalding, Jr.
Amado, Ariz.
- U Brown, Thomas LaRue
Gilbertsville, N. Y.
- L Bruce, Duane Frisbie
West Caldwell, N. J.
- s Bugbee, Gordon Pritchard
Grosse Pointe Farms, Mich.
- s Bull, Mason Roy, Jr.
Morrison, Ill.
- s Bullen, Pierce Kendall
Gainesville, Fla.
- L Bullock, William Clapp, Jr.
Darien, Conn.
- U Burchard, Marshall Gaines
Bedford
- U Burnett, Thomas Arthur
Andover
- J Burns, Thomas Rearden
Washington, D. C.
- s Byington, Homer Morrison, 3d
Washington, D. C.
- J Byron, Frederick William, Jr.
Dedham
- J Cabral, Manuel José
Republica Dominicana, W. I.
- L Campbell, John Forrester
Short Hills, N. J.
- U Capra, Peter Michael
New York, N. Y.
- L Carlson, Richard Duane
Bristol, Conn.
- L Carmody, Robert Fulton, Jr.
San Diego, Calif.

PHILLIPS ACADEMY

- s Carnahan, David Hamilton
Jamestown, N. Y.
- J Carnicelli, Thomas Anthony
Framingham
- L Carr, John Francis, 3d
Cambridge
- s Carter, James Coolidge, Jr.
Pasadena, Calif.
- L Catlett, James Bland, Jr.
Albuquerque, N. M.
- J Catlett, La Rue Scott
Albuquerque, N. M.
- U Cestero, Rafael V. M., Jr.
Santurce, Puerto Rico
- U Chandler, Clive
Bellevue, Wash.
- U Chapman, Michael Crawford
Sherborn
- s Charnas, Stephen
New York, N. Y.
- L Chase, Edward Lee
Burlington, Vt.
- J Cheney, Benjamin Lawton
New Milford, Conn.
- U Chermayeff, Peter
Wellfleet
- U Christenson, David Alden
Chappaqua, N. Y.
- s Clark, Leverett Tiffany
Winsted, Conn.
- U Clark, Robert Curtiss
Shaker Heights, Ohio
- J Clarke, Howard Vaughan
Attleboro
- J Clarkson, Stephen Batchelder
Rye, N. H.
- J Claxton, Brian Hunter
Weymouth
- U Clein, Warren Alan
Atlanta, Ga.
- L Clemens, Frederick William
Newburgh, N. Y.
- L Clement, Donald Hayes, Jr.
New Bern, N. C.
- L Clew-Ziff, David Michael
New York, N. Y.
- J Coburn, Peter Dunlop
Winnetka, Ill.
- U Cohen, Steven James
Brookline
- L Colby, Howard Alfred
Marblehead Neck
- U Cole, Herbert Milton
Weston
- L Cole, Robert Rockwell
Upper Montclair, N. J.
- U Colman, Lawrence Putnam
Havana, Cuba
- L Constan, Samuel Davis
Beirut, Lebanon
- s Contant, Jacques Lucien
Brussels, Belgium
- J Cook, John Dallas
Mt. Kisco, N. Y.
- J Cooke, James Boxley
Charleston, W. Va.
- s Coonradt, Frederick Munger
New Hartford, N. Y.
- s Cooper, Henry Spotswood Fenimore
New York, N. Y.
- L Cooper, James David
Newton
- L Coryell, Ritchie Brooke
Andover
- s Cotton, Richard Barclay
Natick
- U Cotton, Simeon Henry, Jr.
Charlotte, N. C.
- J Cox, Duncan Bulkley, Jr.
Woodbury, L. I., N. Y.
- L Crabtree, John Edmund
Jacksonville, Fla.
- L Crahan, Brian Dockweiler
Los Angeles, Calif.
- J Crawford, John Wilson
Brocton, Ill.
- s Crehore, Joseph Frederick
Wenham
- L Crippen, Thomas Edward
Santurce, Puerto Rico
- U Crommelin, Henry, Jr.
Pearl Harbor, Hawaii
- L Crosby, John, 2d
Wayzata, Minn.
- J Crosby, Sumner McKnight, Jr.
Woodbridge, Conn.
- s Crosby, William Edgar, 3d
Brookline
- U Crowther, Daniel Francis Sullivan
Fall River

PHILLIPS ACADEMY

- L Crowther, William Richard
Swampscott
- L Culliton, Richard Bowers
Lynn
- s Cummings, Robert James
Portsmouth, N. H.
- s Curran, Christopher Ambrose
Chicago, Ill.
- L Curry, James Joseph
Andover
- U Curtis, Harry Joseph, Jr.
West Chester, Pa.
- L Cushing, Thomas Seth
Arlington, Va.
- U Cushman, Charles Wallace
Windsor, Vt.
- U Daley, Leo Hayden
Andover
- J Daly, John Neal
Rye, N. Y.
- U Damon, Peter Stanley
Plymouth
- J Danehower, Chester Conrad, Jr.
Osceola, Ark.
- U Danovitch, Stuart Henry
Norwood
- s Davis, George Washington, 3d
Bessemer, Ala.
- L Davis, Harold Emerson, Jr.
Jaffrey, N. H.
- U Davis, James Kotsilibas
Worcester
- U Davis, Joel
Ontario, N. Y.
- U Davis, Martel Wellington
Monrovia, Liberia
- s Davis, Steven Ilsley
Glens Falls, N. Y.
- s Dean, Edward Paige, Jr.
Andover
- U Dean, Orville Cole, Jr.
Collierville, Tenn.
- L Dean, William James
Andover
- L Decker, Francis Keil, Jr.
Chappaqua, N. Y.
- U Demarest, Kenneth Llewellyn, Jr.
Hackensack, N. J.
- J DeMerell, John Nicolls
Scarsdale, N. Y.
- s DeMerell, Richard Noel
Scarsdale, N. Y.
- L Denker, Peter John
Port Washington, N. Y.
- s Dent, Frederick Rodgers, 3d
Dayton, Ohio
- s Devereux, Edward Donald, Jr.
East Lansing, Mich.
- s DeVoe, Lawrence Harkness
New York, N. Y.
- L Dickinson, Charles Cameron, 3d
Charleston, W. Va.
- U Dickinson, Nathaniel
Seattle, Wash.
- L Dimick, John Cochran
New York, N. Y.
- s Dinsmoor, John Carpenter, Jr.
Boston
- U Dixon, James Wyllys
Shaker Heights, Ohio
- L Dockser, Robert
Brookline
- U Doggett, Eugene Bicknell
Englewood, N. J.
- s Doggett, William Kirk, Jr.
Englewood, N. J.
- L Domingue, Robert Alton
Andover
- U Donald, Roger Thomas
Westport, Conn.
- s Donegan, Denis Peter
Farmingdale, L. I., N. Y.
- J Donnelly, Harold Francis, Jr.
Brockton
- J Donovan, Bruce Elliot
Andover
- L Donovan, Jerome Francis, Jr.
Westport, Conn.
- U Donovan, John Ignatius, Jr.
Winchester
- U Donovan, John McCormick
Lawrence
- L Dorsey, Benjamin William
New London, Conn.
- U Douglas, Ralph Wilson
St. Joseph, Mo.
- s Dow, James Winslow
Newburgh, N. Y.

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- s Downey, James Lewis
Concord
- U Downey, Mortimer Leo, 3d
Milford, Conn.
- J Doykos, John Dimitri
Methuen
- U Draper, Thomas Fling, Jr.
Canton
- J Drummond, Gerard Kasper
Lakeville, Conn.
- L Dubón, José Rodrigo
Santurce, Puerto Rico
- s Dubón, Luis Eugenio, Jr.
Santurce, Puerto Rico
- L DuMoulin, John
San Salvador, El Salvador
- s Durfee, Charles Gibson, 3d
Teaneck, N. J.
- U Duvoisin, Peter Marc
Clearwater Beach, Fla.
- s Dyke, Peter Donaldson
Westfield, N. J.
- U Earle, Henry, 3d
Grosse Pointe, Mich.
- U Edson, Thomas Hart
Greenwich, Conn.
- s Eld, Peter Fuller
Far Hills, N. J.
- U Eliassen, John David
Johnson City, Tenn.
- s Ellison, Arthur Berry
Hamilton
- L Elsas, Louis Jacob, 2d
Atlanta, Ga.
- s Elson, Edward Elliott
Norfolk, Va.
- U Elwell, David Henry
Cedarhurst, L. I., N. Y.
- s Eulencamp, Howard Louis
Great Neck, N. Y.
- s Fachon, Eugene Emil
Edgewood, R. I.
- s Faigel, Harris Cantor
Lawrence
- J Faigel, Martin Joseph
Lawrence
- L Faison, Dempsey West, Jr.
Santurce, Puerto Rico
- s Falcone, Joseph, Jr.
Bethlehem, Pa.
- s Falvey, Donald, Jr.
Swampscott
- L Fang, George Wei-ming
Cambridge
- s Farber, Herbert Jay
New York, N. Y.
- s Farrar, Lloyd Phillip
Clemson, S. C.
- L Faurot, Charles Henry
Hinsdale, Ill.
- s Fawcett, Frank Conger
Newton
- U Felton, Frederic Luther, Jr.
Wellesley Hills,
- U Fenton, Frederick Arthur
San Bernardino, Calif.
- J Ferguson, Robert Harry Munro
New York, N. Y.
- L Fernandez, William Nelson
Chestnut Hill
- s Filides, Michael Charles
Concord, N. H.
- s Finn, Robert Earl
Chestnut Hill
- s Finnie, Bruce
East Cleveland, Ohio
- s Fisher, Louis Antony
Bradford, Pa.
- s Fisher, Robert Greeff
New Canaan, Conn.
- L Fisk, John Robinson
Rockville, Conn.
- s Flather, Charles Randolph
Providence, R. I.
- s Fleischmann, Karl George
Lawrence
- U Fletcher, Robert Church
Baltimore, Md.
- L Foote, Jonathan Lipe
Englewood, N. J.
- s Foote, Ray Palmer, Jr.
Englewood, N. J.
- s Fortmiller, Hubert Clare, Jr.
Brookline
- J Fournier, Emile Haffner
Lawrence
- L Frampton, Hollis William, Jr.
Cleveland, Ohio

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Detroit, Mich.
- S Freedlender, Arthur Elliott
Haverhill
- U French, George Robbins
Moline, Ill.
- J Fuller, Samuel Pirie
Andover
- U Gale, James Lyman
Andover
- U Gamble, Theodore Roosevelt, Jr.
Portland, Ore.
- L Gane, Leon Cummings
Darien, Conn.
- S Ganem, Alan Joseph
Swampscott
- U Gaskin, Michael Anthony
Grosse Pointe Woods, Mich.
- S Gates, Edward Leigh, Jr.
Manchester
- U Geilich, Evan Miller
Chestnut Hill
- U Georgiev, Stefan
Bethlehem, Pa.
- L Germain, James Bernie
Framingham
- L Gerschefski, Peter Edwin
Spartanburg, S. C.
- U Gibson, Seth
Belmont
- U Gilman, Paul Crosby
Miami Beach, Fla.
- U Girdler, Reynolds, Jr.
Old Greenwich, Conn.
- S Gitter, Dean Lawrence
Malden
- S Gittes, Ruben Foster
Melrose
- U Glazerman, Michael Jay
Andover
- L Glendinning, David Cross
Andover
- U Golden, John Richard
Medford
- L Gonnella, Louis Joseph
Waban
- U González, Ricardo Alberto
Santurce, Puerto Rico
- S Goodman, Aubrey Louis, Jr.
Waco, Texas
- L Goodman, David Potter
Philadelphia, Pa.
- L Goodman, Joseph Wilfred
Needham
- S Goodspeed, Robert Crampton
Grand Rapids, Mich.
- S Gordon, Donald Anderson
Greenbush
- S Gordon, Robert Frederick
Lowell
- U Goss, Eliot Porter
Seekonk
- L Gould, Robert David
Granby, Colo.
- L Green, David Edward
Dearborn, Mich.
- S Greene, Charles Richard, Jr.
Aruba, N. W. I.
- L Greene, Donald Thorpe
Aruba, N. W. I.
- U Greene, Lancaster Bradford
New York, N. Y.
- U Groel, Berdine
West Orange, N. J.
- U Grossman, Robert Mayer
Chicago, Ill.
- U Guggenheim, Frederick Gibson
Washington, D. C.
- S Guthrie, Robert Larason
Fair Haven, N. J.
- U Haas, William Gordon
Long Beach, N. Y.
- S Hafner, John Norris
Louisville, Ky.
- J Hagan, Philip James
Lawrence
- U Haight, Courtenay Hoge
Stamford, Conn.
- L Halford, Frank Atherton
Honolulu, T. H.
- L Hall, Richard Graham
New London, Conn.
- U Halstead, Lauro de Bosis Storm
White Plains, N. Y.
- U Hammond, Christopher Weymouth
Tucson, Ariz.

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Noroton, Conn.
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- L Hardy, Roger Bruce
Detroit, Mich.
- u Harpel, Peter Cahners
Bangor, Maine
- L Harris, Robert Woodman
Greenwich, Conn.
- J Harrison, David Clark
Pittsburgh, Pa.
- s Harshman, Warren Blair
Cincinnati, Ohio
- L Harvey, Hayward Donald, Jr.
Greenwich, Conn.
- L Harvey, Thomas Henry, Jr.
Paris, France
- u Hatch, Alden Denison
Cedarhurst, L. I., N. Y.
- u Hawkins, Stephen
Washington, D. C.
- u Hayes, David Force
Melrose
- s Hayne, Paul W., 3d
Stuttgart, Germany
- s Hebard, John Brigham
Salem
- u Heimer, Randers Halvard
Amityville, L. I., N. Y.
- L Heitmann, Theodore Colby
Scarsdale, N. Y.
- J Helgesen, Peter Erling
Rehoboth
- J Helliwell, Charles Harold, Jr.
Dover, N. J.
- s Henderson, Frederick John
Winter Haven, Fla.
- s Henderson, Graeme Wearn
Charlotte, N. C.
- L Henrick, Francis Cormier
Andover
- L Henry, Neil Wylie
North Andover
- u Heppes, Lawrence Geoffrey
San Antonio, Texas
- L Hickox, John Barker
Glen Head, L. I., N. Y.
- u Higgins, James Laurence
Andover
- s Hill, David Snow
Mount Vernon, Ohio
- J Hilton, Anthony
Weld, Maine
- s Hinkson, Roger Leo, Jr.
Hempstead, L. I., N. Y.
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Springfield, Vt.
- s Holladay, Collis Huntington, Jr.
San Marino, Calif.
- u Holmes, John Russell, Jr.
San Mateo, Calif.
- s Holt, Hamilton Bowen, 2d
Hampton, Conn.
- s Horn, John Fraser, 2d
New York, N. Y.
- u Hosch, John Harrison, 3d
Greenwich, Conn.
- J Houley, William Purcell
Rochester, N. Y.
- u Houston, Thomas Thomson
Pawtucket, R. I.
- s Howell, Charles Morgan, 3d
Kansas City, Mo.
- J Howells, Lloyd Thomas, Jr.
Andover
- L Hudner, Philip Brown
Fall River
- L Hufstader, Peter Hugh
New York, N. Y.
- s Hughart, Barry
Bonita, Ariz.
- u Hull, Paul Joseph
Brockton
- L Hunting, Stanley Maro
Rochester, N. Y.
- s Hurley, Edmund Michael
Brookline
- L Hussey, Boynton
Presque Isle, Maine
- s Hutchins, Warren Clifton
Camden, S. C.
- J Hutton, James Draper
Dover
- s Ingalls, Edward Caddell
Scarsdale, N. Y.

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Neposet, L. I., N. Y.
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Andover
- U Ivins, Peter
Arlington, Va.
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Elmhurst, Ill.
- U Jackson, Schuyler
Stockton, N. Y.
- s James, Warner Thompson
Brooklyn, N. Y.
- s Jameson, Paul Walter
Salem
- U Janssen, Thomas Bennett
Bronxville, N. Y.
- U Janssen, Webster Elliott
Bronxville, N. Y.
- L Janus, Nicholas Paul
Marblehead
- U Jenness, David Arthur
Williamstown
- s Jensen, Thomas Evans
Bethlehem, Pa.
- s Johnstone, Duane Clark
Grafton
- s Jones, David Mattern
Tyrone, Pa.
- J Jones, Maitland, Jr.
Bedford, N. Y.
- L Jones, Stratford Covert, 2d
Avon, Conn.
- U Joseph, William Henry
New York, N. Y.
- U Juthe, Stanley Norman, Jr.
Wolfeboro, N. H.
- U Kain, Richard Yerkes
Louisville, Ky.
- s Kalil, Charles Jeffrey
Lawrence
- U Kaplan, David Michael
Brookline
- J Karle, Robert Faulkner
Woburn
- U Kase, James Philip
Cleveland, Ohio
- U Kaufmann, Frederick William, 3d
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- J Kaye, Stephen Chapin
Jericho, L. I., N. Y.
- L Keaney, Paul John
Andover
- U Keith, John Ingalls
Kansas City, Mo.
- s Keith, Robert
Kansas City, Mo.
- J Kennedy, Samuel Van Dyke, 3d
Auburn, N. Y.
- s Kern, James Austin
Leonia, N. J.
- U Keyworth, Robert Allen, Jr.
Gardner
- L Kidd, Barron Ulmer
Dallas, Texas
- U Kimball, Frayer, Jr.
Baton Rouge, La.
- s King, Charles Bowler, Jr.
Fort Riley, Kan.
- J Kirchner, Edward
New York, N. Y.
- s Kirkham, Walter Rich
Cleveland, Ohio
- L Knight, David Haroth
Melrose
- J Knights, Peter Roger
Reading
- L Koerting, Richard Julius
Elkhart, Ind.
- U Kohler, John Michael, Jr.
Kohler, Wis.
- s Kohler, Peter Galt
Kohler, Wis.
- J Kohler, Robert Eugene, Jr.
Kohler, Wis.
- U Korschun, Alan Miller
Goldsboro, N. C.
- L Kramer, Philip Joseph
Binghamton, N. Y.
- J Krasker, Richard Davis
Chestnut Hill
- L Krass, Alfred Charles
Lynbrook, L. I., N. Y.
- s Laidlaw, Francis Welch
Mt. Kisco, N. Y.
- U Lamontagne, Raymond Albert
Manchester, N. H.

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- s Lane, Frederick Hall, 4th
Oakham
- L Lane, Harry Gibson
Oakham
- L Lange, Karl William
Lexington, Ky.
- s Langmuir, Donald
Nashua, N. H.
- s Lanouette, Joseph Edward Adolph
Sao Paulo, Brazil
- L Lanouette, Robert Paul
Sao Paulo, Brazil
- s Larsen, Robert George
Newton, Mass.
- L Larson, Clayton Elmore, Jr.
Westport, Conn.
- U Laud, John
Brooklyn, N. Y.
- L Lazarus, Richard Stuart
Brockton
- L Lees, Charles William
Chatham
- J Leet, Jaren Forest
Upper Montclair, N. J.
- s Leete, Robert Burnap
Longmeadow
- U LeFavour, Bruce
Amsterdam, N. Y.
- L LeRoy, Newbold, 3d
Simsbury, Conn.
- L Levin, Charles Richard
Newton
- s Lewis, Edwin Francis, Jr.
Andover
- L Lewis, Laurence Roger
Andover
- s Li, James Kung-Wei
Ankara, Turkey
- J Liles, James Edgar
Luray, Va.
- s Lipton, Ronald Abbott
Miami Beach, Fla.
- s Logan, John Joseph
New Haven, Conn.
- J Loosigian, Allan Malcolm
Andover
- U Lopez, Tony Yates
Los Angeles, Calif.
- U Lovejoy, Bradford
Greens Farms, Conn.
- s Luhrmann, George William, Jr.
Cedar Brook, N. J.
- U Lumpkin, Richard Anthony
Mattoon, Ill.
- s Lundborg, Walfrid Gustaf, Jr.
West Hartford, Conn.
- J MacDonald, Herbert Stanley, Jr.
North Haven, Conn.
- s MacDonald, Stuart Graeme
Weston, Vt.
- s MacKown, Craig
West Hartford, Conn.
- s McCarthy, Laurence James
Watertown
- U McCorvie, John Neal
Peoria, Ill.
- s McCoy, William Daniel, Jr.
Waban
- L McGourty, Andrew Frederick
Stamford, Conn.
- J McGrath, John Joseph, Jr.
Dorchester
- s McGregor, Douglas, Jr.
Longmeadow
- s McIntyre, Douglas Peter
Wareham
- L McKamy, Kent Coldwell
Greenwich, Conn.
- U McKnight, Bruce Fabian
Jamestown, N. Y.
- s McLaughlin, Charles Edward
Reading
- L McMichael, John Coleman
Freeport, N. Y.
- L McPhillips, Joseph Aloysius, 3d
Point Clear, Ala.
- J McQuiston, Robert Emerson
Washington, D. C.
- J Maal, Eduardo
Colombia, S. A.
- U Mackenzie, Gordon Campbell, Jr.
Summit, N. J.
- U Macleay, Donald Lachlan, Jr.
Falls Church, Va.
- U Maes, Robert Adamson, Jr.
Phoenixville, Pa.
- U Mahoney, Charles Augustus, Jr.
Woburn

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- U Mahoney, Robert Taylor
Worcester
- S Majewski, Andrew Kazimierz
New York, N. Y.
- L Malloy, Thomas McKevitt
Stamford, Conn.
- U Mann, Orville Hungerford, Jr.
Upper Nyack, N. Y.
- S Markert, Robert Henry
Andover
- L Martin, William Owen, 3d
Atlanta, Ga.
- L Marzullo, Donald Craig
Brooklyn, N. Y.
- U Mason, John Lawrence Hogeboom, Jr.
Pulaski, N. Y.
- L Matalene, Henry William, 3d
New York, N. Y.
- L Maurhoff, William Howard
Croton Falls, N. Y.
- U Mellon, DeForest, Jr.
Shaker Heights, Ohio
- U Mesics, Joseph Callender
Lebanon, Pa.
- S Messer, Alan Williams
York Harbor, Maine
- J Messier, Charles Henry Edgar
West Orange, N. J.
- U Mettler, Thomas Heffron, Jr.
Nyack, N. Y.
- S Milburn, Robert Ernest
Augusta, Ga.
- S Milheim, Irvine George, Jr.
Sharon, Pa.
- J Miller, Alan Richard
Lawrence
- S Miller, Charles Scott
Darien, Conn.
- J Miller, David Michael
Tulsa, Okla.
- L Miner, Theodore Richardson, Jr.
Longmeadow
- U Mitchell, Philip Bates
Stafford Springs, Conn.
- S Mohrfeld, Howard Morris
Larchmont, N. Y.
- J Mol, Adriaan
Hohokus, N. J.
- U Mol, Arthur
Hohokus, N. J.
- U Moore, Franklin Harkness, Jr.
St. Clair, Mich.
- S Moreland, Jon Marvin, Jr.
Galveston, Texas
- J Morgan, Sydney Howard
Charlottesville, N. C.
- U Morse, Richard Lee
San Bernardino, Calif.
- U Motland, Randall Kent
Montclair, N. J.
- J Murphy, Arthur William
Hingham
- S Murray, Thomson Cochran
West Orange, N. J.
- J Nauman, Larry Dean
Chicago, Ill.
- J Nauman, Michael Harley Kent
Mystic, Conn.
- L Neviaser, Robert Jon
Washington, D. C.
- L Neyman, Mark Arthur
Lowell
- L Nichols, John Frederic
Jackson Heights, N. Y.
- U Nicolai, Emmet, Jr.
Santurce, Puerto Rico
- S Niemand, Arno Paul, Jr.
Douglaston, L. I., N. Y.
- U Norris, David Amherst
Rochester, N. Y.
- S Northrup, Carl Bowen
Carmel, N. Y.
- L Nurenberg, Donald Edward
Sao Paulo, Brazil
- S Oakes, Abner
Quebec, Canada
- J Oasis, Donald Richard
West Hartford, Conn.
- L Oberhauser, Charles John
Somerville
- L Oettinger, John Brownell
Scranton, Pa.
- J Ogden, Michael Manning
Havana, Cuba
- U Ogden, Stewart
Louisville, Ky.
- S O'Hara, Francis James, 3d
Chevy Chase, Md.

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Lowell
- U Olsson, Dexter Arnold
Plymouth
- U Ornsteen, Robert Louis
Haverhill
- U Ostherr, Fritz, Jr.
North Andover
- U Otis, Webster
South Bend, Ind.
- L Pagadizabal, Raul
Havana, Cuba
- J Page, David Nelson
Darien, Conn.
- S Page, Robert Thomas
Cleveland Heights, Ohio
- S Palmer, Burton
Needham
- J Palmer, John Emery, Jr.
Portland, Maine
- S Parke, Richard Dermont
Seattle, Wash.
- L Patrick, Gardner
Montevideo, Uruguay, S. A.
- U Patterson, David Seccomb
New York, N. Y.
- S Payne, Leland Howard
Rowayton, Conn.
- U Pearsall, Albert Washington, 3d
Lewiston, N. Y.
- U Pelletreau, Robert Halsey, Jr.
Patchogue, N. Y.
- U Perkins, Peter Honey
Aruba, N. W. E.
- L Perry, Ernest Joseph, Jr.
Lawrence
- U Phelps, Harl Sumner, Jr.
Pasadena, Calif.
- U Phillips, John Pugh, Jr.
Hazleton, Pa.
- L Phillips, Nicholas Ackerman
Rochester, N. Y.
- S Phipps, Howard Evan
Harrisburg, Pa.
- L Pierce, Frank Ellis, 3d
Barrington, Ill.
- J Piper, Thomas Randolph
Concord
- S Pitts, Edward Parker
Red Bank, N. J.
- J Pitts, Robert Alan
Red Bank, N. J.
- U Poinier, John, Jr.
Short Hills, N. J.
- J Polgreen, John Aubrey, Jr.
Andover
- J Polk, Albert Ferdinand, Jr.
Dayton, Ohio
- S Pollock, Avrum Richard
Hamilton, Ontario, Canada
- U Pooles, Robert Earle
Lawrence
- S Poorvu, William James
Brookline
- U Poppy, John Hugo
Landenberg, Pa.
- U Porter, Terence Lee
New Britain, Conn.
- L Posey, Marshall Lyne, Jr.
Short Hills, N. J.
- S Potter, Anthony Ross
Darien, Conn.
- U Powell, Edward Warren
Bryan, Texas
- S Powers, Carson Hardie
Greenwich, Conn.
- J Price, Anthony Troth
Erie, Pa.
- U Price, Robert Barber, Jr.
Charleston, W. Va.
- L Probert, Edward Whitford
South Orange, N. J.
- L Pruett, Kenneth Albert
Charlotte, N. C.
- U Purcell, Martin Alexander
Greenwich, Conn.
- L Purinton, William Curtis
Augusta, Maine
- S Purnell, Karl Howard
Mifflinburg, Pa.
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Fort Smith, Ark.
- L Pyle, Ransford Comstock
Cheshire, Conn.
- S Quartarone, Samuel Frederick
Andover

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Andover
- S Quintana, Benigno, Jr.
San Juan, Puerto Rico
- L Ranger, Joseph
Chestnut Hill
- U Ratté, John Edward
Lawrence
- U Ray, Charles, Jr.
Weekapaug, R. I.
- U Rayen, James Wilson
Larchmont, N. Y.
- U Redman, Charles Dana
Braintree
- S Reeves, William, Jr.
Southport, Conn.
- U Reindel, George John, 3rd
Kendallville, Ind.
- U Repetto, Richard Edward
Belmont
- J Reppucci, Eugene Michael, Jr.
Medford
- S Reynders, John Rickert
Worcester
- S Rhodes, Douglas Barnes
Englewood, N. J.
- S Richards, Charles Lewis
Seattle, Wash.
- U Richardson, Hazen Kimball, 2d
Middleton
- S Rider, Kenneth Graham Salkeld
Brightwaters, L. I., N. Y.
- U Ridgway, William Combs, 3d
Short Hills, N. J.
- S Rigdon, Wilson Oliver, Jr.
Owensboro, Ky.
- U Riggs, Henry Earle, 2d
Hinsdale, Ill.
- S Robert, Frank Chambers
Durham, N. C.
- J Robertson, John Stephen
Deerfield, Ill.
- U Robinson, Neal Adams
West Springfield
- S Rockwood, George Ichabod, Jr.
Worcester
- U Rodes, Thomas Moore
St. Charles, Mo.
- U Roe, John Judson, 3d
Blue Point, N. Y.
- J Rogers, Robert Stockton, Jr.
Atlanta, Ga.
- U Root, Geoffrey, Harrison
Charlotte, Vt.
- U Rosborough, Bruce White
Jacksonville, Fla.
- U Rose, Graham Sheldon
Mineola, N. Y.
- L Rose, Thomas Otto
Manhasset, L. I., N. Y.
- S Rosebaum, John Robert
St. Joseph, Mo.
- S Ross, Joseph
Pittsburgh, Pa.
- S Russell, William Barclay
Newton
- S Russillo, Michael Peter, Jr.
Brighton
- L Ryder, Donald Boyden
Middleboro
- L Sage, Henry Judson
Pleasantville, N. Y.
- S Sagebiel, Richard Wallace
Dayton, Ohio
- S Samaschin, James Matthew
New York, N. Y.
- J Sandberg, Carl Treat
Wethersfield, Conn.
- S Sanders, Stewart
Wellesley Hills
- L Sanderson, Kenneth Moller
Marion
- J Sandquist, Theodore Corley
Longmeadow
- S Sawyer, Paul Winslow
Saugus
- U Sayad, William Yohannan, Jr.
Palm Beach, Fla.
- U Schaaff, Thomas Scranton
Springfield
- S Schine, Charles Richard
Gloversville, N. Y.
- S Schulze, Charles Robert
Lawrence
- L Schwartz, Charles Ansin
Malden

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- | | |
|---|--|
| s Scott, William Clement, 3d
<i>Newburgh, N. Y.</i> | s Sherbrooke, Craig Conway
<i>Waban</i> |
| s Scragg, George Henry, Jr.
<i>Shaker Heights, Ohio</i> | J Shinn, Allen Mayhew, Jr.
<i>Washington, D. C.</i> |
| U Scranton, John Gilmore
<i>Harbor Beach, Mich.</i> | U Shoop, Arnold Cundy, Jr.
<i>Harrison, N. Y.</i> |
| J Seal, Richard Alan
<i>Melrose</i> | s Shuman, Stanley Saxe
<i>Brookline</i> |
| L Sears, Lawrence Berell
<i>Brookline</i> | L Shyavitz, Joel Richard
<i>Lowell</i> |
| L Seeley, William Parker, Jr.
<i>Bridgeport, Conn.</i> | L Sigal, Robert Elihu
<i>West Hartford, Conn.</i> |
| s Seelye, William Dean
<i>Renton, Wash.</i> | s Slavitt, David Rytman
<i>White Plains, N. Y.</i> |
| s Seery, Francis Thomas, Jr.
<i>Arlington</i> | L Smith, Charles Horton, 3d
<i>New Orleans, La.</i> |
| U Segal, Michael Edward
<i>Lawrence</i> | s Smith, Christopher Case
<i>Willimantic, Conn.</i> |
| s Seil, Frederick John
<i>Fairview Park, Ohio</i> | U Smith, Dana Paul
<i>Marblehead</i> |
| U Seitz, James Roy, Jr.
<i>Wichita Falls, Texas</i> | U Smith, Edmund Chetwynd
<i>Marblehead</i> |
| s Sejersted, Nils Johannes
<i>Oslo, Norway</i> | s Smith, Harold Lee
<i>Westfield, N. J.</i> |
| s Selig, Edward Isaac
<i>Leominster</i> | s Smith, Lewis Adams
<i>Concord</i> |
| L Semple, Robert Baylor, Jr.
<i>Grosse Pointe, Mich.</i> | s Smith, Michael Elliot
<i>Great Neck, L. I., N. Y.</i> |
| s Sevier, John Randolph
<i>San Francisco, Calif.</i> | J Smith, Richard Newell
<i>Marblehead</i> |
| U Shaff, Howard Slocum
<i>Bridgeport, Conn.</i> | L Smith, Samuel Wood
<i>Summit, N. J.</i> |
| U Shapiro, Donald Lewis
<i>Great Neck, N. Y.</i> | J Smith, William Leslie, Jr.
<i>Bloomfield, Conn.</i> |
| L Shapiro, George Howard
<i>Atlanta, Ga.</i> | s Smith, Winthrop Noel
<i>Portland, Maine</i> |
| s Sharf, Frederic Alan
<i>Chestnut Hill</i> | U Snider, Irving John, 2d
<i>Detroit, Mich.</i> |
| U Sharp, George Kendall
<i>Chicago, Ill.</i> | U Snyder, Alvin Daniel, 3d
<i>Hazleton, Pa.</i> |
| U Sharp, Joel Herbert, Jr.
<i>Salem, Ohio</i> | U Snyder, Gerard Loomis
<i>Ponca City, Okla.</i> |
| J Shaver, Russell Davis, 3d
<i>Garden City, L. I., N. Y.</i> | L Sox, Edward Ellis, Jr.
<i>Albany, Ore.</i> |
| s Shaw, Herbert Weller, Jr.
<i>Richmond Hill, L. I., N. Y.</i> | U Speer, John Strohm, 3d
<i>St. Mary's, Pa.</i> |
| U Shaw, Joseph Winterbotham
<i>Chicago, Ill.</i> | L Spencer, James Alexander Erskine
<i>Oxford, Ohio</i> |
| s Shepherd, Richard Earnshaw
<i>Elkins, W. Va.</i> | U Springall, Thomas Latimer
<i>Malden</i> |

PHILLIPS ACADEMY

- J Spurr, Robert Lyon
Seattle, Wash.
- s Starkweather, John Vincent
Madison, Conn.
- L Starratt, Richard Courtney
Milton
- U Stearns, Henry Allen
Atlanta, Ga.
- J Steinberg, David Joel
New York, N. Y.
- L Stella, Frank Philip
Malden
- L Stern, Jeffrey L.
Chicago, Ill.
- U Stevens, Charles Edward
Hammondsport, N. Y.
- L Stevens, Peter Boardman
Albany, N. Y.
- s Stevens, William Beasom, Jr.
Albany, N. Y.
- U Stevenson, Robert Thomas, Jr.
Buzzards Bay
- J Stewart, Scott, 3d
Pittsford, N. Y.
- s Stillman, Charles Latimer, Jr.
New York, N. Y.
- s Stockwell, John Frederick
Boston
- s Stoddart, George Anderson
Oyster Bay, L. I., N. Y.
- s Stone, S. Robert, Jr.
Brookline
- s Stone, William Addison, Jr.
Kalamazoo, Mich.
- L Stout, Merrell Langdon, Jr.
Baltimore, Md.
- s Stratton, Gordon Cutler
Casablanca, Morocco
- s Strauss, Lawrence Albert
Stamford, Conn.
- U Strobe, Robert Leland, 3d
Marblehead
- s Stuart, Ralph Endicott, Jr.
Osterville
- L Stubenbord, William Tennant
New York, N. Y.
- J Suisman, John Robert
West Hartford, Conn.
- L Sullivan, John Andrew, Jr.
Lowell
- U Sullivan, Robert Eugene
Lebanon, Conn.
- L Swenson, Jon Malcolm
Concord, N. H.
- s Swinton, Neil Williams, Jr.
Waban
- s Talcott, James Hart
Litchfield, Conn.
- s Taylor, Earle Francis, Jr.
Litchfield, Conn.
- U Taylor, Merrill Welby
Kalamazoo, Mich.
- L Taylor, Peter Thurston
Worcester
- s Thielens, Alexis Ollier
Tuscaloosa, Ala.
- s Thoman, Mark
Cincinnati, Ohio
- L Thomas, Colin James Stuart, Jr.
Ruxton, Md.
- U Thompson, Josiah Donald, Jr.
East Liverpool, Ohio
- s Thompson, Peter Bernard
Lenexa, Kans.
- J Thomson, Thomas Allen
Melrose,
- U Tirana, Turhan Walling
Washington, D. C.
- J Tobin, Wallace Emmett, 3d
Vineyard Haven
- s Trevor, Leigh Barry
Galesburg, Ill.
- s Tuck, Andrew Edward, 4th
Syracuse, N. Y.
- L Tuck, William Merrell
Syracuse, N. Y.
- U Turner, Philip Ambrose
Key West, Fla.
- U Turner, Richard Borden
Fall River
- J Tuttle, Richard Pomeroy
Syracuse, N. Y.
- s Tyler, Edward Judson
Highgate Springs, Vt.
- s Tyson, Michael Mark
Falls Village, Conn.
- L Ullman, William Alexander
New York, N. Y.

P H I L L I P S A C A D E M Y

- L Underwood, David Milton
Houston, Texas
- L Unobskey, Sidney Roy
Calais, Maine
- J Upton, John Sprague
South Dartmouth
- s Vail, John Flagler
West Hartford, Conn.
- L Vail, Robert Frazer, Jr.
Canton, Ohio
- J Van Raalte, Peter
Lawrence, L. I., N. Y.
- U Vaughan, Robert Elliot
Andover
- U Vestner, Eliot Noble, Jr.
Bronxville, N. Y.
- J Vinciguerra, Salvatore Joseph Fred.
Methuen
- s Vodrey, Thompson Kelly
Canton, Ohio
- L Voit, Karl Spaulding
Danbury, Conn.
- U Von Molnár, Stephan
New York, N. Y.
- U Wadsworth, Randolph Lincoln, Jr.
Fort Thomas, Ky.
- U Walworth, William McAlpine, Jr.
East Lansing, Mich.
- s Ward, Oliver Ostergren
Melrose
- U Wardenburg, Frederic Augustus C., 4th
Wilmington, Del.
- L Warner, Cameron Duncan
La Cañada, Calif.
- s Warr, William Bruce
Melrose
- s Warren, Earle Robert
Bath, Maine
- U Watson, Charles Gray
Carnegie, Pa.
- U Watson, John Deering
Steubenville, Ohio
- U Wattles, Gurdon Bayne
New Vernon, N. Y.
- J Weaver, Elbert Kelsey
Andover
- L Webb, Gordon Ellsworth
Staten Island, N. Y.
- U Weber, Francis Cleary
Buffalo, N. Y.
- J Weisbuch, Jonathan Berman
Great Neck, N. Y.
- s Wennik, Joseph Belleau
Andover
- s West, Herbert Faulkner, Jr.
Hanover, N. H.
- J West, Michael Davidson
Red Bank, N. J.
- U Wettergreen, Conrad Jacques
Wakefield
- J Wheeler, Frederick Joseph
Sands Point, L. I., N. Y.
- s Wheeling, Thomas McGrew
Windber, Pa.
- L Whipple, Oliver Mayhew, Jr.
Darien, Conn.
- s White, Stephen Turner
Rutland, Vt.
- J Whitehouse, Michael Kraft
Hackettstown, N. J.
- L Whittall, Herbert Vreeland
Nassau, Bahamas, B. W. I.
- s Whittle, Colin Guy
Cambridge, England
- J Whittlesey, Willis Savage, 3d
West Hartford, Conn.
- U Wiegand, William Green, Jr.
Pass Christian, Miss.
- U Wiese, Peter Christian Otis Lee
Yorktown Heights, N. Y.
- s Williams, Douglas Maclin
Amherst
- U Williams, Frederic Houston, Jr.
Westhamton Beach, L. I., N. Y.
- s Willis, David Scoville
Glens Falls, N. Y.
- s Willson, John Harris
Minneapolis, Minn.
- L Wilson, Stephen Child
Lawrence, L. I., N. Y.
- L Wilson, William James
Larchmont, N. Y.
- L Wolff, Peter
New York, N. Y.
- J Woods, Richard Manuel
Greenwich, Conn.

PHILLIPS ACADEMY

L Woollétt, Joseph Lawrence
Glendale, Calif.
 s Wright, Frederick Fenning
Princeton, N. J.
 s Wright, John Preston
Deeth, Nev.
 u Wright, Norton Washburn
Gates Mills, Ohio

u Young, Herbert Lee
Amsterdam, N. Y.
 L Zarem, Robert Myron
Savannah, Ga.
 L Zollner, Philip Alexander
Tuckahoe, N. Y.

CLASSIFICATION

Seniors	235
Upper Middlers	223
Lower Middlers	168
Juniors	110
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	736

PHILLIPS ACADEMY

ALUMNI ADVISORY COMMITTEES

ON ADMISSIONS AND SCHOLARSHIPS

BOSTON AREA

Philip R. Allen, '92
Ernest F. Stockwell, '16
Nathaniel T. Clark, '30
Mortimer A. Seabury, '05
John O. Stubbs, '17
J. Mattocks White, '22

BUFFALO

James O. Moore, Jr. '28
Harold P. Rich, '25

CHICAGO AREA

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Robert A. Gardner, '08
Stephen Y. Hord, '17
H. Templeton Brown, '19
T. Clifford Rodman, '15

CINCINNATI

Robert L. Black, '99
Henry W. Hobson, '10

CLEVELAND AREA

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Dan R. Hanna, Jr., '14
James R. Stewart, '27
Joshua B. Waterworth, '04

COLORADO SPRINGS

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Philip B. Stewart, '82

DALLAS

Wirt Davis, 2nd, '37
William F. Neale, Jr., '44
Harold F. Volk, '13

DENVER

Frederic A. Adams, '08
J. W. R. Crawford, Jr., '14
Richard M. Davis, '29
Grover C. Fels, '06
J. Quigg Newton, '29

DETROIT

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W. Dean Robinson, '17

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Benedict E. Thompson, '13
Beverly V. Thompson, '13
George Thompson, Jr. '09,

HOUSTON

Walter Bradley, '24
Ford Hubbard, '20
William A. Kirkland, '15

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Frederick H. Day, '01
Arthur Medicott, '13

KANSAS CITY

Edward Keith, '16
Louis H. Ehrlich, Jr., '26
Mason L. Thompson '18
Thomas H. Lawrence, Jr., '31

LOS ANGELES AREA

William T. Adams, '28
Mancel T. Clark, Jr., '28
Fred M. Cleaveland, Jr., '23
Earl W. Douglas, '30

LOUISVILLE

Samuel S. Caldwell, Jr., '29
Woodford H. Dulaney, '13

PHILLIPS ACADEMY

MILWAUKEE

John F. Uihlein, '33
John S. Owen, 2nd, '19

DULUTH

Burt C. Hubbard, '09
Robert S. Mars, '15
C. Douglas Walker, '18

MINNEAPOLIS—SAINT PAUL AREA

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John H. MacMillan, '12
Wheelock Whitney, '13

NEW YORK AND VICINITY

MANHATTAN

Paul Abbott, '16
Bromwell Ault, '18
Chauncey B. Garver, '04
F. Abbot Goodhue, '02
J. Verner Reed, '22

NORTHERN NEW JERSEY

Newell G. Neidlinger, '20
East Orange
Lloyd W. Smith, '92
Madison
Charles W. Littlefield, '99
Montclair
Archie B. Quarrier, '93
Short Hills
Morris P. Skinner, '24
Verona

SOUTHERN CONNECTICUT AND WEST- CHESTER COUNTY

William P. Seeley, '09
Bridgeport
Charles R. Marshall, '12
Scarsdale
William C. Keator, Jr., '24
Fairfield

OKLAHOMA CITY

John H. Edwards, '22

PITTSBURGH

J. Kennedy Beeson, '25
Maurice D. Cooper, '06
Lucius W. Robinson, Jr., '13

PORTLAND, OREGON

Edmund S. Hayes, '14
Charles H. Watzek, '06
Roland W. Mersereau, '01

ROCHESTER

Fred H. Gordon, '02
Burton C. Smith, '27
Samuel P. Connor, Jr., '24
Arthur R. Stebbins, '30

ST. LOUIS

Wilbur B. Jones, '05
Ira E. Wight, Jr., '20

SAN FRANCISCO AREA

Charles E. Christenson, '25
William H. Keesling, '30
Samuel F. B. Morse, '03

SEATTLE

Hugh P. Brady, '10
Henry A. Colver, '09
Pendleton Miller, '28

SYRACUSE

Franklin I. Greene, '21
Harold Stone, '98

TULSA

Charles F. Hewitt, '14
Reginald D. Barnes, '32

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CATALOGUE OF

PHILLIPS ACADEMY

Andover, Massachusetts

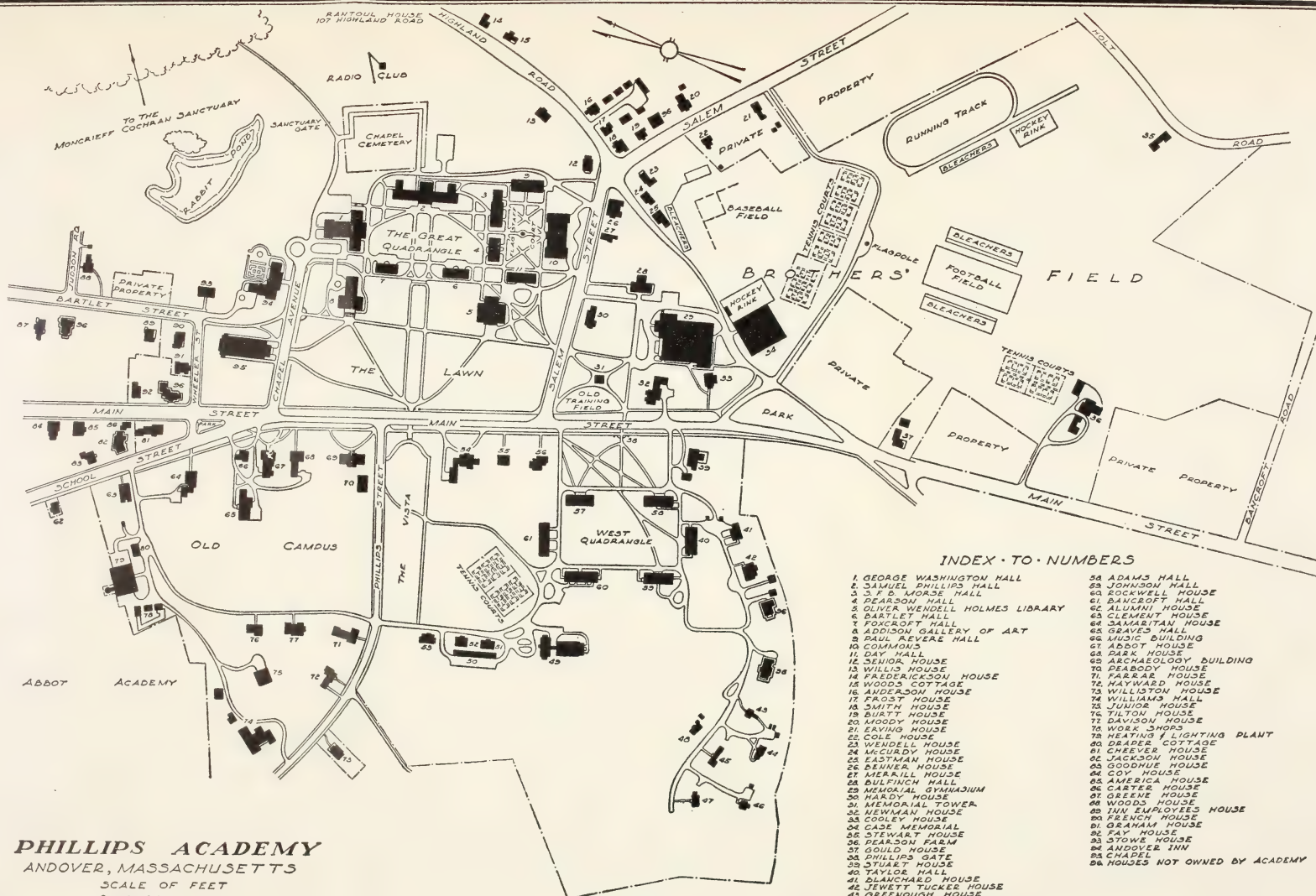
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PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS

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REVISED OCTOBER 1952
CLINTON F. GOODWIN, ARCH. & ENG.
HAVERHILL, MASS.

1953

CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

ONE HUNDRED AND SEVENTY-FIFTH YEAR



Published by Phillips Academy, Andover, Massachusetts

Autumn 1952

1953

JANUARY

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CALENDAR

1953

Second term begins.....8.15 P.M., Wednesday, Jan. 7
Second term ends.....Friday, March 13

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Wednesday, April 1
School entrance examinations in Andover
and New York City.....Friday and Saturday, May 8 and 9
Recitations close.....Thursday, June 4
Commencement.....Sunday, June 7
Third term ends.....Sunday, June 7

SUMMER VACATION—15 Weeks

Summer session begins.....Tuesday, June 23
Summer session ends.....Wednesday, August 19
Rooms ready for occupancy.....10 A.M., Monday, Sept. 21

Information about registering for the fall term will be sent to
all students during the summer.

First term ends.....Thursday, Dec. 17

CHRISTMAS RECESS—20 days

1954

Second term begins.....8.15 P.M., Wednesday, Jan. 6
Second term ends.....Friday, March 12

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Wednesday, March 31
Recitations close.....Thursday, June 10
Commencement.....Sunday, June 13
Third term ends.....Sunday, June 13

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1838—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, PH.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, LITT.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, PH.D., LITT.D., L.H.D., LL.D.	1933—1948
JOHN M. KEMPER, A.M., L.H.D.	1948—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

PHILLIPS ACADEMY

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HENRY WISE HOBSON '10, D.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

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Elected 1948

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ABBOT STEVENS '07, A.B. NORTH ANDOVER
Elected 1935, Treasurer since 1949

PHILIP LORING REED '02 DEDHAM
Elected 1933

LLOYD DE WITT BRACE '21, S.B. BOSTON
Elected 1933

FRANCIS ABBOT GOODHUE '02, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ROBERT ABBE GARDNER '08, A.B. CHICAGO, ILL.
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D.Sc., LL.D. WILLIAMSTOWN
Elected 1942

LINDSAY BRADFORD '10, LL.D. NEW YORK, N. Y.
Elected 1943

CHAUNCEY BREWSTER GARVER '04, A.B. NEW YORK, N. Y.
Elected 1947

PHILLIPS ACADEMY

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, S.M. NEW YORK, N. Y.
Elected 1952

ROBERT MERRIMAN KIMBALL '29, S.B. WABAN
Elected 1952

ALUMNI TRUSTEES

JOHN KENNEDY BEESON '25, S.B. PITTSBURGH, PA.
Elected 1952 for three years

SUMNER SMITH '08, A.B. LINCOLN
Elected 1952 for two years

REGINALD HAMMERICK SMITHWICK '17, M.D.
Elected 1952 for one year MARBLEHEAD NECK

CHARLES LATIMER STILLMAN '22, A.B. SOUTHPORT, CONN.
Ex-Officio for one year as President of the
Alumni Association

PHILLIPS ACADEMY

OFFICERS OF ADMINISTRATION

JOHN MASON KEMPER, A.M., L.H.D., LITT.D. 189 Main Street
Headmaster Elected 1948

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D.
Headmaster Emeritus, 1933-1948 Chestnut Hill
Instructor in English, 1908-1933

HENRY HOPPER 15 School Street
Associate Treasurer and Comptroller Appointed 1915

M. LAWRENCE SHIELDS, A.B. 210 Main Street
Secretary of the Academy Appointed 1923

ALAN ROGERS BLACKMER, A.M. 215 Main Street
Director of Studies, Instructor in English on the Jonathan French
Foundation Appointed 1925

GEORGE GRENVILLE BENEDICT, A.M. 80 Bartlet Street
Dean of Students 1930-32, re-appointed 1933

JAMES RUTHVEN ADRIANCE, A.B. 6 School Street
Director of Admissions Appointed 1934

RICHARD SAWYER PIETERS, A.M. 25 Phillips Street
Director of the Summer Session, Instructor in Mathematics
Appointed 1938

ROBERT WHITTEMORE SIDES, A.B. Hidden Field
Admissions Officer, Instructor in Mathematics Appointed 1938

ALEXANDER DUNNETT GIBSON, A.M. 49 Highland Road
Director of the Bureau of Self-Help, Instructor in French
Appointed 1944

PHILLIPS ACADEMY

WILLIAM RUSSELL BENNETT, JR., A.B. <i>Assistant Dean of Students, Excusing Officer</i>	36 Salem Street Appointed 1950
ALEXANDRE GRAHAM LAW, M.D. <i>School Physician</i>	107 Highland Road Appointed 1950
HENRY WARING SCHERESCHEWSKY, A.B. <i>Bursar</i>	141 Main Street Appointed 1951
FREDERIC ANNESS STOTT, A.B. <i>Assistant Secretary of the Academy, Director of Public Relations</i>	34 Salem Street Appointed 1951

The Administration Offices are in George Washington Hall.

Office hours: Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

PHILLIPS ACADEMY

FACULTY EMERITI

CHARLES EMERSON STONE, Ph.B.	Andover
<i>Instructor in French, Emeritus</i>	1890-1937
FREDERICK EDWIN NEWTON, Ph.B.	West Hartford, Conn.
<i>Instructor in Mathematics, Emeritus</i>	1895-1939
FRANK O'BRIEN, A.B.	Andover
<i>Instructor in English, Emeritus</i>	1910-1942
GEORGE FRANKLIN FRENCH, A.M.	Andover
<i>Instructor in French, Emeritus</i>	1907-1944
LESTER EDWARD LYNDE, A.M.	Andover
<i>Dean, Emeritus</i>	1901-1944
ROY EVERETT SPENCER, A.B.	Marin, Canton Neuchâtel, Switzerland
<i>Instructor in English, Emeritus</i>	1917-1944
HORACE MARTIN POYNTER, A.B.	Durham, N. H.
<i>Instructor in Latin and Greek, Emeritus</i>	1902-1945
CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D.	Philadelphia, Pa.
<i>Instructor in Music and Philosophy, Emeritus</i>	1912-1947
FREDERIC WILLIAM HEATON STOTT, A.M.	Andover
<i>Instructor in English, Emeritus</i>	1912-1947
FREDERICK MAY BOYCE, A.M.	Barrington, R. I.
<i>Instructor in Physics, Emeritus</i>	1909-1948
OSWALD TOWER, A.B.	Wolfeboro, N. H.
<i>Dean and Instructor in Mathematics, Emeritus</i>	1910-1949
RAY ARTHUR SHEPARD, S.B.	Gardiner, Maine
<i>Director of Physical Education, Emeritus</i>	1919-1949
ALICE THACHER WHITNEY	Andover
<i>Recorder, Emerita</i>	1902-1950
LESTER CHARLES NEWTON, A.M.	Andover
<i>Instructor in French and German, Emeritus</i>	1918-1952
HENRY PRESTON KELLEY, A.M.	Pepperell
<i>Instructor in Spanish, Emeritus</i>	1918-28, 1935-1952

PHILLIPS ACADEMY

FACULTY

MONTVILLE ELLSWORTH PECK	1 Highland Wayside
<i>Instructor in Physical Education</i>	Appointed 1916
FRANK MAY BENTON, A.B.	9 Salem Street
<i>Instructor in Latin on the John Charles Phillips Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B.	89 Bartlet Street
<i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1919
ROSCOE EDWIN DAKE, S.B.	Greenough House, Hidden Field
<i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M.	Quincy House, Hidden Field
<i>Instructor in Physics on the George Peabody Foundation</i>	Appointed 1923
GUY JOHNSON FORBUSH, A.B.	Bartlet Hall
<i>Instructor in French</i>	1917-1920, re-appointed 1924
ALAN ROGERS BLACKMER, A.M.	215 Main Street
<i>Instructor in English on the Jonathan French Foundation</i>	Appointed 1925
SCOTT HURTT PARADISE, A.M.	Blanchard House, Hidden Field
<i>Instructor in English</i>	1924-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M.	17 Salem Street
<i>Instructor in History</i>	Appointed 1929
GEORGE KNIGHT SANBORN, S.B.	Palmer House, Hidden Field
<i>Instructor in Mathematics</i>	Appointed 1929
EMORY SHELBY BASFORD, A.B.	Holt Road
<i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, A.B., D.D.	Weld House, Hidden Field
<i>School Minister and Instructor in Religion</i>	Appointed in 1930

PHILLIPS ACADEMY

ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics</i>	1 Judson Road Appointed 1931
LEONARD FRANK JAMES, A.M. <i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Comstock House, Hidden Field Appointed 1932
LIONEL DENIS PETERKIN, A.M. <i>Instructor in Latin on the Elizabeth Millbank Anderson Foundation</i>	45 Salem Street Appointed 1932
DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Phillips Street Appointed 1933
*ARTHUR BURR DARLING, Ph.D. <i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	Washington, D. C. 1917-18, re-appointed 1933
BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Phillips Street Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	21 Phillips Street Appointed 1933
ALSTON HURD CHASE, Ph.D. <i>Instructor in Greek on the Samuel Harvey Taylor Foundation</i>	Bartlet Hall Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	Tucker House, Hidden Field Appointed 1934
FRANK FREDERICK DiCLEMENTE, S.B. <i>Instructor in Physical Education</i>	157 Main Street Appointed 1935
JAMES HOOPER GREW, A.B. <i>Docteur ès Lettres de l'Université de Paris</i> <i>Instructor in French</i>	169 Main Street Appointed 1935
FREDERICK SCOLLER ALLIS, JR., A.M. <i>Instructor in History</i>	20 Salem Street Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	Foxcroft Hall Appointed 1936

*On leave of absence.

PHILLIPS ACADEMY

GEORGE LITTLE FOLLANSBEE, A.B. <i>Instructor in Biology</i>	12 School Street Appointed 1936
STEPHEN STANLEY SOROTA, S.B. <i>Coach of Football and Track</i>	Pearson Farm Appointed 1936
STEPHEN WHITNEY, A.M. <i>Instructor in French</i>	Taylor Hall Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French</i>	147 Main Street Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English</i>	195 Main Street Appointed 1937
MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	193 Main Street Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Johnson Hall Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	25 Phillips Street Appointed 1938
ROBERT WHITEMORE SIDES, A.B. <i>Instructor in Mathematics</i>	Hidden Field Appointed 1938
JOHN BROMHAM HAWES, A.B., Ed.M. <i>Instructor in English</i>	Adams Hall 1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin</i>	39 Salem Street Appointed 1940
HARPER FOLLANSBEE, A.B. <i>Instructor in Biology</i>	Rockwell House Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	173 Main Street Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Lowell House, Hidden Field Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English and Philosophy</i>	Davison House, Old Campus Appointed 1941

PHILLIPS ACADEMY

SUMNER CHASE COBB, S.M. <i>Instructor in Mathematics</i>	Foxcroft Hall Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in German and Bible</i>	Williams Hall Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	154 Main Street Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	23 Salem Street Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	24 Salem Street Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Bancroft Hall Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	49 Highland Road Appointed 1944
JOHN SHAPLEIGH MOSES, A.B., B.D. <i>Instructor in Bible</i>	29 Central Street Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	Taylor Hall Appointed 1946
FREDERICK ALMON PETERSON, A.M. <i>Instructor in English</i>	Adams Hall Appointed 1946
CHARLES HENRY STEVENS, A.M. <i>Instructor in Latin</i>	Day Hall Appointed 1946
ALLEN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin and German</i>	63 Highland Road Appointed 1947
PETER QUACKENBUSH MCKEE, A.B. <i>Instructor in Physics</i>	Bancroft Hall Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish</i>	Day Hall Appointed 1947
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	Rockwell House Appointed 1948

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GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Bishop Hall Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	73 Bartlet Street Appointed 1949
WILLIAM LOUIS SCHNEIDER, B. Mus. Ed. <i>Instructor in Music</i>	Tilton House Appointed 1949
WILLIAM JOHN BUEHNER, A.B. <i>Instructor in Latin</i>	Bishop Hall Appointed 1950
SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	77 Bartlet Street Appointed 1950
JEAN FRANCIS ROLLAND, L. ès L., L. en Droit <i>Instructor in French</i>	Paul Revere Hall Appointed 1950
REAGH CLINTON WETMORE, M. P. E. <i>Instructor in Physical Education</i>	Frost House Appointed 1950
WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	11 School Street Appointed 1951
ROBERT RENWICK MOTT, S.B. <i>Instructor in Mathematics</i>	Paul Revere Hall Appointed 1951
PHILIP BROWNLIE WELD, B.E. <i>Instructor in Physics</i>	Pemberton Cottage Appointed 1951
WILLIAM FRANKLIN GRAHAM, S.B. <i>Instructor in Mathematics</i>	Williams Hall Appointed 1952
FRED HAROLD HARRISON, A.M. <i>Instructor in English</i>	Junior House Appointed 1952
JOHN CLAIBOURNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i>	Pemberton Cottage Appointed 1952
JOSHUA LEWIS MINER, III, A.B. <i>Instructor in Physical Education and Science</i>	143 Main Street Appointed 1952
JAIME SALINAS, A.B. <i>Instructor in Spanish</i>	Andover Cottage Appointed 1952
SAMUEL VAN KUREN WILLSON, A.B. <i>Instructor in English</i>	Draper Cottage Appointed 1952
RAYMOND A. WOLFF, JR., M.M. <i>Instructor in Music</i>	Eaton Cottage Appointed 1952

PHILLIPS ACADEMY

THE DEPARTMENT OF HEALTH

ALEXANDRE GRAHAM LAW, M.D.
JOSEPH T. McNALLY, M.D.
MRS. HELENA W. MOODY
JOAN WALSH
BARBARA M. LAMBERT

School Physician
Associate School Physician
Secretary to the School Physician
Dental Hygienist
Laboratory Technician

THE DEPARTMENT OF LANGUAGE TRAINING

MRS. LUCIA DODGE, A.B.
MRS. MARY I. BORDEN
MRS. RETA V. BUCHAN
MRS. CHARLOTTE WILSON

Associate in Language Training
Assistant in Language Training
Assistant in Language Training
Assistant in Language Training

THE DEPARTMENT OF MUSIC

MRS. LORENE BANTA, Ph.D.
ALBION METCALF
CHARLES PEARSON
WILLIAM L. SCHNEIDER, B.Mus. Ed.
GEORGE ZAKARIAN, B.Mus.
LEON TUMARKIN
RAYMOND A. WOLFF, JR., M.M.

Instructor in Organ
Instructor in Piano and Organ
Instructor in Voice
Instructor in Stringed Instruments
Instructor in Brass Instruments (advanced level)
Instructor in Piano
Instructor in Woodwind and Brass Instruments

OTHER OFFICERS

MRS. AMY R. ROBINSON
ANN S. LESLIE
EVELYN H. GORDON
MRS. RUTH A. WHITE
MRS. RUTH P. ELLISON, S.B.
MARION E. HILL
WALTER G. GREENALL, JR., A.B.
MRS. EVELYN CHESTERMAN
EVELYNN H. WILDES
W. VERNE PORTER
MRS. ISABEL R. BROWN
MRS. HELEN B. CANNON
JACQUELINE B. PFLUG
ROBERT A. LEETE
M. WILLARD RICHARDSON
ELIZABETH L. DEAN

Secretary to the Headmaster
Secretary to the Comptroller
Secretary to the Bursar
Secretary to the Secretary of the Academy
Secretary to the Assistant Secretary of the Academy
Purchasing Agent
Accountant
Secretary to the Director of Admissions
Secretary to the Dean of Students
Superintendent of Maintenance
Secretary in the Maintenance Department
Alumni Recorder
Secretary to the Director of the Summer Session
Manager of the Commons
Dietitian of the Commons
Matron of Williams Hall

PHILLIPS ACADEMY

ACADEMY PREACHERS 1952-53

Fall Term—11:00 o'clock

September	21	Dr. Claude M. Fuess
September	28	Rev. William E. Park
October	5	Rt. Rev. Norman B. Nash
October	12	Dr. Herbert Gezork
October	19	Rev. Robert Russell Wicks
October	26	Rev. John S. Moses
November	2	Rev. A. Graham Baldwin
November	9	Headmaster John Mason Kemper
November	16	Bishop G. Bromley Oxnam
November	23	Rabbi Morris S. Lazaron
November	30	Dr. John Schroeder
December	7	Rev. A. Graham Baldwin
December	14	Christmas Vesper Service

Winter Term

During the winter term, a series of vesper services will be held at 5:15 each Sunday evening. The list of speakers includes:

January	11	Rev. John Bates
January	18	Rev. Shelton Hale Bishop
January	25	To be announced
February	1	Rev. A. Graham Baldwin
February	8	Rev. Clifford Barbour
February	15	To be announced
February	22	Service of Music

Spring Term—11:00 o'clock

March	1	Rev. A. Graham Baldwin
March	8	Dr. Allan K. Chalmers

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April	5	Easter Service — Rev. A. Graham Baldwin
April	12	Rev. Howard L. Rubendall
April	19	To be announced
April	26	Bishop Henry W. Hobson
May	3	Rev. A. Graham Baldwin
May	10	Rev. A. Graham Baldwin
May	17	Rev. Sidney Lovett
May	24	To be announced
May	31	Senior Service (led by students)
June	7	Commencement

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

PHILLIPS ACADEMY

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's adminis-

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tration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns, for thirty years Headmaster, was forced through ill health to resign. Professor Charles H. Forbes, who for forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During the ensuing fifteen years the curriculum was revised to its present form, and a number of buildings were added to the school plant. Long before December 1941, Andover men were in active military service, and by the end of World War II over three thousand alumni, of whom one hundred forty-two gave their lives, served in the armed forces of the United States and her allies.

The war years saw the establishment in 1942 of the Andover Summer Session, designed to enable boys to complete their secondary school education before entering upon active service. The session is now continued as a regular feature of school life.

After the retirement of Dr. Claude Moore Fuess, on July 1, 1948, John Mason Kemper took office as Headmaster of Phillips Academy, and was inaugurated at ceremonies held on Andover Hill on October 15 of that year.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle with other boys from all sections of the country, some rich and some working for their education, but all

PHILLIPS ACADEMY

valued for themselves rather than for their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly cooperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

PLAN OF RESIDENCE

Andover students live together by classes in the Academy dormitories and faculty houses described on pages 78-80. Each building is under the close supervision of the instructor who lives in it.

Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annex Junior House, is equipped with dining and recreational facilities for fifty-two boys who occupy single or double rooms. Rockwell House, on the other hand,

PHILLIPS ACADEMY

has only single rooms in addition to its recreational facilities, but its forty-two boys eat under supervision in the Lower Middle dining hall at the Commons. Both buildings are subject to special regulations and supervision found particularly helpful to boys of this age level in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in relatively small groups in some thirty Faculty Houses and Cottages. In these buildings the boys receive the sort of care suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained greater wisdom in the use of their relative freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a liberal Protestant faith and system of values.

Chapel Services, both Sunday and weekdays, are an integral part of school life. Attendance at these services is required, al-

PHILLIPS ACADEMY

though on Sundays boys who prefer to do so may attend services at the Episcopal or Roman Catholic churches in Andover. A number of times each term arrangements are made by which students of Jewish faith may attend their own services either at the Academy or at a synagogue in the vicinity of Andover.

This arrangement makes possible two sets of values: a close connection of each boy with his own chosen denomination, and a program of worship within the life of the school that emphasizes the common elements in our religious faiths.

It is impossible, of course, to have a school made up of students from varying backgrounds and at the same time to satisfy fully all the special requirements of varying sects and denominations. Therefore, no one should apply for admission to Andover who feels that the ritualistic requirements and forms of his own faith must be literally followed under all circumstances.

In the school's Chapel Services effort is directed towards achieving a worship that strengthens the aspirations and insights of all students while denying to no one the right to hold to his own sectarian beliefs. It is hoped that the program will help to develop the boy's confidence in religion as a source of strength; his convictions in the rightness of the values which the best in our civilization has nurtured; and, at the same time, his respect for and understanding of the aspirations of all denominations and creeds.

It is expected that both those individuals who enjoy minority religious status as well as those who enjoy majority status will, with equal eagerness, seek these goals by means of which Phillips Academy endeavors to accomplish harmony and unity in diversity.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of

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study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

STUDENT ACTIVITIES

Student activities at Phillips Academy may be classed as literary, musical, forensic, and hobby-motivated. Each club is under student leadership, advised by a faculty member experienced in the field of activity.

The Phillipian is a weekly newspaper published every Wednesday of the school year. It was established in 1878. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, and

group pictures of all school organizations in addition to many special features, which vary from year to year. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for reminiscences of their years at Andover.

The Dramatic Club includes the stage crew as well as actors. Recent productions have been Shaw's "Devil's Disciple"; Kaufman's "Of Thee I Sing"; Shakespeare's "Othello", "Macbeth," "Henry IV, Part I," "Antony and Cleopatra," and "Merchant of Venice." Also one or two foreign language plays in *Latin*, *French*, *German*, or *Spanish* are produced each year. These language plays are projects of language-interest clubs that feature illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the Philomathean Society, founded in the year 1825. Bulfinch Hall is ideally appointed for the Philo debates. All students may attend these debates. Also, they may participate in the Philo-sponsored Sunday afternoon forum discussions of current economic, social, and political problems. The faculty meeting room in George Washington Hall is used for these sessions.

Hobby activities are many and varied. In fact, the list changes from year to year, depending upon student interest, availability of faculty advisors, and facilities.

Students interested in art may paint, draw, or model in the studios of the Addison Gallery with the *Art Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school.

The *Ornithology Club* patrols its line of traps and reports its season's summary to the U. S. Bureau of Fish and Wildlife.

Printing for posters and for the church calendars bears the

PHILLIPS ACADEMY

imprint of the *Paul Revere Press* and is produced in the basement of Paul Revere Hall where complete equipment for a small print shop is located.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but also at the radio shack it has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

The *Rifle Club*, one of the largest and most active organizations in school, gives boys who are interested in indoor rifle shooting, particularly upperclassmen, an opportunity to fire for pleasure, for National Rifle Association awards, or in interscholastic competition.

Model Railroaders may meet in the basement of Pearson Hall where an extensive layout of track and rolling stock awaits their attention.

The *Science Club* is available four afternoons each week for boys who claim experimenting in physics or chemistry as their science hobby. The engines division of the *Science Club* has engines and a dynamometer awaiting the wrench of those boys who are happiest in overalls. The astronomy division has two telescopes and a small observatory.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Bicycle trips are also popular with the group.

During the winter term, the *Stamp Club* meets weekly in the

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Oliver Wendell Holmes Library. High spots in the club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors the showing of selected motion pictures of the past to the school and then discusses vigorously among its members the values and shortcomings of the films.

The *Sailing Club* has constructed a fleet of small sailing boats that is maintained in a nearby pond where they await pleasant afternoons for racing.

The Phillips Society and its activities are based on the effort (1) to understand better the meaning of life, (2) to see more clearly the needs and problems of people, (3) to help meet these needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are clearly suggested by listing some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, Community Chest, the Salvation Army, Hampton Institute, the Grenfell Association, and other organizations.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, second-hand books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

Sunday School teaching and deputation work in the churches in Andover and its vicinity.

For musical activities see "Music," pages 55-57.

CONCERTS AND LECTURES, 1951-1952

The following concerts and lectures, open to Phillips Academy students without charge, were given during the school year 1951-1952:

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1951

Sat.	Nov.	3	First Drama Quartet
Sat.	Dec.	8	Jan Smeterlin, pianist

1952

Fri.	Jan.	25	Bel Arte Trio
Sat.	Mar.	1	Richard Dyer-Bennet, ballad singer
Fri.	May	2	A. Whitney Griswold, lecturer
Sat.	May	17	John Sloan, liquid aid lecture-demonstration

HEALTH SUPERVISION

Under the supervision of the School Physician every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, proper recommendations are made and a report sent to the parents. The Department of Health supervises the correction of speech disorders and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The Isham Infirmary is a well-equipped small hospital. Graduate nurses are in residence during the entire school year. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. The Alumni Committee on Health meets and discusses with the School Physician policies of health and administration. The members of this committee are Drs. Reginald H. Smithwick, Arlie W. Bock and Joseph C. Garland. Cases requiring major surgical procedures are hospitalized in Boston. Parents are notified of any illness and are kept informed concerning its course.

Complete facilities for the repair and straightening of teeth are available at the Infirmary. A full-time dental hygienist is on the staff, and Boston dentists make visits at regular intervals so that fillings and other dental work may receive efficient attention.

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Each student must present evidence of vaccination against smallpox within five years prior to admission, and also evidence of immunity against diphtheria. Tetanus and Typhoid-Paratyphoid toxoid immunization is given to all entering students who have not previously had this protection.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and Physical Education occupy a vital place in Andover life. The Physical Education, Intramural and Interscholastic Athletic phases of the program involve every student. The program aims to raise and maintain the level of physical condition, to develop skill and coordination in games, to encourage the growth of enthusiasm and appreciation for sports, and to aid in the development of desirable personality and social traits.

All students must participate in Athletics, and those who do not meet minimum standards in swimming, posture, and motor skills are given work of a specialized nature. The Interscholastic athletic program provides the opportunity of competition for the most proficient students. The best of leadership, *equipment and training techniques aim toward the development of superior performers. The Intramural athletic program includes all students who are not members of a varsity squad and provides the opportunity to engage in competition in all seasonal sports. During the fall the sports offered are football, soccer, cross country, tennis and swimming. In the winter there are basketball, swimming, hockey, wrestling, squash and track. In the spring the sports are baseball, tennis, golf, lacrosse, outdoor track and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physicians' services shall be rendered and infirmary care provided without charge.

*See page 36 regarding athletic equipment.

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INFORMATION ON ADMISSION

GENERAL REQUIREMENTS

The basic requirements for admission to Phillips Academy consist of evidence of good character and a strong school record. Other factors taken into consideration are personality, breadth of interest, geographical distribution, date of application, and performance on the Academy's Aptitude Test and examination(s). Unless specifically exempted by the Admission Office, each applicant is expected to arrange for a personal interview with an official or alumnus of the Academy (see Procedure in Applying). *Because the Academy cannot accept all who apply for admission and who can meet its minimum requirements, it is necessary to make selections on a competitive basis, with particular emphasis on character and personal qualifications as determined from recommendations and interview, and on academic accomplishment and promise. Priority is given to applications filed before March 1 of the proposed year of entrance.*

Candidates are advised to enter as early in the course as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is correspondingly keener. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 37-41. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. A boy may take individual subjects above his classification if his prior prepa-

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ration justifies such permission. But usually a student is not allowed to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Boys entering any of the three upper classes may receive credit for certain courses taken at their previous schools.

PROCEDURE IN APPLYING

In making preliminary application for admission to the Academy, the parent or guardian should submit the form in the back of this catalogue, unless he has already received a detailed final application blank from the Admissions Office. In the late fall a final application form is sent to each preliminary candidate desiring admission in the following September. This form, after completion of the first part by the parent or guardian, should be submitted to the principal of the school presently attended by the applicant, with the request that it be returned *directly to Phillips Academy as soon as possible*.

Along with the final application blank three Confidential Recommendation Forms will be sent to the parent or guardian. Two of these should be given to the boy's current teachers and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, these forms should be returned by the writers directly to the Admissions Office.

Whenever possible it is highly desirable that boys come to Andover for a personal interview with the Director of Admissions or the Admissions Officer. Appointments for such interviews should be made in advance. Boys unable to visit Andover should inquire about the possibility of arranging a personal interview with a local or nearby alumnus of the Academy.

Rooms are assigned to incoming students during the summer,

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in the order in which their admission applications are filed. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 29-30) for the Academy's regulations regarding immunization against certain infectious diseases.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from their performance on the Aptitude Test and on entrance examinations in arithmetic or algebra and in English.

The examination for entrance to Mathematics I (Arithmetic) covers common and decimal fractions, square root, denominate numbers, percentage, and interest. A boy whose mathematics course consists primarily of algebra should write instead the Mathematics I (Comprehensive) examination. This paper will include some arithmetic and the topics covered in Part I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill — Enlarged Edition).

In preparation for the Academy's English 1 course, the candidate should have a knowledge of grammar, including the parts of speech and the uses of words, phrases, and clauses in the sentence; an ability to read for comprehension simple passages of prose and poetry; a knowledge of the meanings and uses of words; and an

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ability to organize ideas and to develop them in coherent paragraphs of simple narrative and expository writing.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin should write the Latin Comprehensive paper.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin. (Note statement on page 35 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 1953.")

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, in addition to the Aptitude Test, examinations are required on the work of the Junior year in algebra, in English, and in foreign language, if the latter is being studied. This work is outlined on page 39 and is described in pages 42-58. *In many instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language in the pamphlet of sample examination papers (see page 35).* Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2* respectively. (Note statement on page 35 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 1953.")

*See page 44.

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UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should, in most cases, write the Academy's examination for entrance to English 3 and the Aptitude Test. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits, by certification or examination, which cover the work of the Academy's three lower years or its equivalent. The Aptitude Test and an examination for admission to English 4 are usually required as a minimum.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 8 and 9, 1953. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: Samuel Phillips Hall, Phillips Academy;

In New York: Union Theological Seminary;

In other cities by special arrangement.

For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required. A pamphlet of sample examination papers will be supplied upon request without charge.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on May 25 and 26. The fee is \$5.00. The Secondary Education Board, Milton, Massachusetts, publishes a pamphlet, "Definition of the Requirements for 1953," which in-

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cludes helpful information about the Board's English III and IV, Mathematics III and IV, Latin Cp. and French Cp. requirements for the Junior or Lower Middle Class, together with samples of the previous year's papers. The cost of this pamphlet is seventy-five cents, postpaid. (See footnotes under the statement of requirements for each of these classes.)

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student. Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name. The Academy does not issue a detailed list of necessary equipment, but all boys are advised to bring extra bedding and warm clothing for the winter months. Athletic equipment is provided for varsity teams in most sports, but all boys are advised to bring whatever they already own, and not to purchase new equipment before coming to school. Some equipment is available on a rental basis.

Parents are referred to the statement on "General Regulations" (pages 59-60) for further information.

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COURSE OF STUDY

1952-1953

The curriculum of Phillips Academy combines a required core of compulsory subjects, necessary for college preparation and a well-rounded education, and elective courses to fit the special needs and interests of each student. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical. Class-room groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment and ability.

For full membership in a given class, students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable. It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Beginning in September, 1951, a revised curriculum was instituted for all classes. The change was prompted mainly by a desire to provide a program more readily adaptable to the needs and aptitudes of the individual boy while at the same time maintaining a required core of the fundamental disciplines of English, mathematics, foreign language, history, science, fine arts, and the Bible.

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DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English

3 units of mathematics

*3 units of one foreign language, either ancient or modern

1 unit of history, normally American

1 unit of laboratory science

†½ unit of ancient history in the Junior year

†½ unit of elementary science in the Junior year

3 units of elective courses

‡Bible in the Lower Middle year

‡Art and Music, or Studio Art, or Music in the Upper Middle year

‡An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

*Two units of each of two foreign languages are permitted under special circumstances.

†Qualified boys may take a second foreign language in place of these two minor courses.

‡Qualified boys are allowed to substitute a fifth major course for the required minor in one or more of the last three years.

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THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
*Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science	3	" " "
	<hr/>	
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
*Foreign Language 2	5	" " "
†Elective (major)	4 or 5	" " "
Bible 1	2	" " "
	<hr/>	
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
*Foreign Language 3	4	" " "
†Elective (major)	4 or 5	" " "
Art & Music, or Studio Art, or Music	2	" " "
	<hr/>	
Total	19-20	" " "

*Greek, Latin, French, or German. Spanish by special permission.

†One elective major in the three upper years must be a laboratory science.

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Senior Year (12th grade)

English 4	4	periods per week
History 4 (American)	5	" " "
*Elective (major)	4 or 5	" " "
*Elective (major)	4 or 5	" " "
Elective (minor)	2	" " "
<hr/>		
Total	19-21	" " "

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 4s, 5	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4	†Mathematics 7
French 1, 2, 3, 4	†Advanced Art
German 1, 2, 3, 4	†Music Major
Spanish 1, 2, 3, 4	†Religion
Biology	†History 3 (English)
†Chemistry	†History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three- and four-year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only

‡Not permitted after the Lower Middle year

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Elective Minors (ordinarily for Seniors only)

Greek	Instrumental Lessons
Latin	Music Appreciation
French	Mathematics T
German	Mechanical Drawing
Spanish	Navigation
Anatomy	Bible 2
Anthropology	Contemporary Affairs
Chemistry S	Philosophy
Physics S	Public Speaking
Instrumental Music	Social Problems
Choral Music	Advanced Studio Art
Harmony	Advanced Art Appreciation
	Studio Art

Special Courses

Special courses designed to cover the work of two years in one are offered to properly qualified boys in Mathematics and Latin for Juniors; and in German, Greek, and Spanish for Seniors. In French and Mathematics selected Lowers are offered sequences designed to cover three years' work in two.

A half-year, optional, non-credit course in Public Speaking is open to Upper Middlers and Seniors.

Detailed descriptions of all courses may be found on pages 42-58.

DESCRIPTION OF COURSES

ENGLISH

The courses in English aim to teach students to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

These aims are achieved by frequent practice in speaking and writing, by close reading, by sustained attention to problems of syntax and rhetoric, by the study and discussion in class of the chief literary types, and by wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

There are two elective courses for those students who have completed four years of English, one a course in expository writing, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH 1. Five hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) sustained instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), Masfield's *Dauber* (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *Great Expectations*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Handbook of English, Book I*, by Warriner (Harcourt, Brace).

ENGLISH 2. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story and the novel, the drama, poetry and the familiar essay; (7) continued study of the techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Short Stories*, edited by Schweikert (Harcourt, Brace), *David Copperfield*, *The Rise of Silas Lapham*, *The Merchant of Venice*, *Henry IV (Part I)*, *Poems for Modern Youth*, edited by Gillis and Benet (Houghton, Mifflin), *Poems for Enjoy-*

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ment, edited by Liberman (Harper), *An Inland Voyage, Travels with a Donkey, English Handbook*, edited by Bailey and Horn (American Book Co.).

ENGLISH 3. Four hours, all requiring outside preparation. The class hours are devoted to (1) literature and (2) rhetoric. The five main types of literature—fiction, the drama, the essay, biography, poetry—are studied in representative texts of graduated difficulty with continued emphasis upon close reading, explication, and discussion.

There are frequent long themes and class papers. The emphasis in this course is upon writing. This involves sustained attention to problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Ethan Frome*, *The Mayor of Casterbridge*, *Bacon's Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harper), the poems of Browning, *John Brown's Body*, *An Introduction to the Study of Poetry* (American Book Co.)

ENGLISH 4. Four hours, all requiring outside preparation. The work of this course gives training, on an advanced level, (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. This course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, research projects, and original work.

Representative texts are *Tess of the D'Urbervilles*, *The Return of the Native*, *The Scarlet Letter*, *The Forsyte Saga*, *The Great Gatsby*, *Understanding Fiction*, edited by Brooks and Warren (Crofts), *Great Modern Short Stories*, edited by Cerf (Modern Library), *Hamlet*, *Othello*, *Henry IV, Part I*, *King Lear*, *Antigone*, selected plays of Ibsen, Shaw, Galsworthy, O'Neill, *British Poetry and Prose*, edited by Lieder, Lovett, Root (Houghton, Mifflin), *Current Thinking and Writing*, edited by Bachelor and Henry (Appleton-Century), *Straight and Crooked Thinking* (Simon and Schuster), *Strachey's Queen Victoria* (Harcourt, Brace), *Understanding Poetry*, edited by Brooks and Warren (Holt).

In each English course, in addition to assigned reading, students do collateral reading which is guided by the English teacher.

In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

ENGLISH 4 S. Four hours, all requiring outside preparation. An elective course open to students who have successfully completed four years of secondary-school English but who need or desire further training in writing, especially exposition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*; literary aspects of the writing problem are dealt with also through a study of Doubleday's *Studies in Poetry*. More extensive models of writing are examined in a planned sequence of collateral reading throughout the year.

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ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English.

PUBLIC SPEAKING

Two hours. It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in debating and parliamentary procedure. In the speeches emphasis is placed on worth of material, clearness of thinking, and on effectiveness of delivery. The texts used are *Basic Principles of Speech* by Sarret & Foster (Houghton-Mifflin); *Speech Projects* by Henry L. Ewbank (Harpers); *Parliamentary Procedure* by Reeves (Heath).

*FRENCH

The French Department offers a continuous four-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and on paper. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary (Larousse: *Dictionnaire des Débutants*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

Students who at the end of their first term of French 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of French at the end of three years.

FRENCH 1. Five hours. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris), Lessons 1-45.

FRENCH 2-A. Five hours. Texts: Robin & Bergeaud, Book I, completed; Book II, Lessons 1-25. Perrier & Lebel, *La Garde montante* (Brentano). C. Aveline, *Voiture 7, Place 15* (Emile Paul, Paris).

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: E. B. DeSauzé,

*See footnote on page 48.

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Nouveau cours pratique de français pour commençants (J. C. Winston Co.) Robin & Bergeaud, Book II, Lessons 1-25. Perrier & Lebel.

FRENCH 3. Four hours. Texts: Robin & Bergeaud, Book II, completed. C. Aveline, *La double mort de Frédéric Belot* (Emile Paul, Paris). Ogrizek, *La France* (Odé, Paris).

FRENCH 4. Four hours. Texts: D. W. Alden, *Introduction to French Masterpieces* (Appleton-Century-Crofts). A. Lévêque, *Histoire de la civilisation française* (Henry Holt). Readings from standard French authors, Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH 5. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

*GERMAN

The German Department offers a four-year course with the following primary objectives: (1) a sound grammatical foundation, (2) reading fluency and (3) the ability to speak and write the language correctly. In addition, the course is intended to stimulate the students' interest in the life and customs of the German people and in German literature and art.

In the first year, instruction is chiefly through the medium of English. German is gradually substituted until, by the end of the second year, German is used almost entirely.

GERMAN 1. Five hours. Mastery of the fundamentals of grammar, accurate pronunciation, and a basic vocabulary are the goals of this course. Simple readers enlarge the students' vocabulary and increase their reading power. The spoken language is introduced in form of conversations, short talks, and oral synopses of reading assignments. During the winter and spring terms, the students are directed to write some simple compositions based on the reading.

GERMAN 2. Five hours. This is mainly a reading course, calling for increased vocabulary and achieving a more advanced reading ability. A short novel and a collection of short stories serve as an introduction to modern German prose and everyday language. A thorough review of the grammar and exercises in composition and speech are continued throughout the year.

GERMAN 1-2. Six hours. This course is designed for qualified seniors only, who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 3. Four hours. Divided into three distinct parts. The first term is devoted mainly to composition and conversation, but the students are also

*See footnote on page 48.

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introduced to the German poetry of the last two centuries. In the second term, a scientific reader of medium difficulty is read to meet the interests of those students who want to use their knowledge of German in the sciences. The third term is used for the study of outstanding German prose by such authors as Stifter, Rilke, Mann, and Hesse. Composition and conversation exercises are continued throughout the year. Some outside reading is required. Classes are conducted in German.

GERMAN 4. Four hours. This course gives a survey of German culture from the Middle Ages to our time, with emphasis on the 19th and 20th centuries. It is based on such books as Steinhauer's *Deutsche Kulturepochen* and various selections of German poetry and prose. Extensive use is made of recorded German music and reproductions of German art. Classes are conducted in German. Outside reading is required.

GERMAN S. Two hours. For qualified students of the senior class who wish to continue German as a minor subject, this course is designed as a means of keeping in contact with the language. Contents vary according to the needs of the students.

GREEK

GREEK 1. Five hours. This course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar review.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 1-2. Five hours. This course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The text is Chase and Phillips' *A New Introduction to Greek* (Harvard University Press).

GREEK T. Two hours. This Senior elective studies the Greek Old and New Testaments.

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LATIN

LATIN 1. Five hours. This course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *Pearson's Essentials of Latin* (American Book Company). The course aims at a thoroughly dependable foundation for subsequent reading and study.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Latin Entrance Examination, may be placed in Latin 1-2 and thus given an opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. This course is reserved for boys who give evidence of high ability.

LATIN 2 (Caesar). Five hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. Vocabulary includes the word list recommended by the College Entrance Examination Board for the second year. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time. The course is in all ways introductory to the study of Cicero and Vergil.

LATIN 3. (Cicero). Four hours. This course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. (Vergil). Four hours. In this course an effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the Aeneid and from the work of Ovid and of other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six books of the Aeneid. Vocabulary includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world.

LATIN 5. (Horace). Two hours. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

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LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

The Department of Spanish offers a continuous course, covering four years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

SPANISH 1. Five hours. This beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are *Spanish for Conversation* by Leslie (Ginn and Co.) and *Tres Cuentos* by García (Prada Wilson), with as much additional reading as possible at an appropriate level.

SPANISH 2. Five hours. This is a continuation course placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral speeches are stressed with some emphasis on extemporaneous speaking. Walsh's *Repaso* (Norton) is used, and such readers as *Cuentos Americanos* by Walsh (Norton), and *Spanish Short Stories* by Olmsted and Grismer (Ronald).

SPANISH 3. Four hours. This is an advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish in so far as is feasible. The main texts, supplemented by additional readings, are *Alternate Spanish Review Grammar and Conversation* by Carnahan, Seymour and Hespelt (Heath); *Pensativa* by Goytortúa (Crofts); and *Cuentos Criollos* by Walsh (Heath).

SPANISH 4. Four hours. This course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or *realia*. The basic texts are Babin's *Introducción a la Cultura Hispánica* (Heath) for cultural and historical background and Crawford's *Un Viaje por España* (Holt) for a thorough grammatical review and guidance in composition and written expression. Among the literary works read in the course are Uslar Pietri's *Las Lanzas Coloradas*

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

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(Norton) and Martínez Sierra's *Sueño de una Noche de Agosto* (Norton), as well as selections from the masterpieces of Spanish literature.

SPANISH S. Two hours. This minor course is open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

SPANISH 1-2. Six hours. This is a course designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2.

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves towards the analytical and abstract only in the Upper and Senior years. The first courses rely upon textbooks for students. The last have texts available but direct the abler students to specific reading in historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1. GREECE AND ROME. Three hours. This course is designed to introduce the students to the study of History, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, the Near East, Mesopotamia, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, literature, religion and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is in turn placed on note-taking, map work, and writing.

By the middle of the fall term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to and in comparison with the present. Emphasis is upon the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, and Rome's contribution in bringing Hellenistic culture to mediaeval Europe.

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. In this course the students are given a view into the history of Western Europe, from the end of Roman domination to the period of Napoleonic ascendancy.

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France, with her political and cultural influences upon other countries, is the central theme.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The Library provides the several texts necessary for the various topics to be studied; visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

HISTORY 4. THE UNITED STATES. Five hours. This final course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed.

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CONTEMPORARY AFFAIRS

Two hours. This is an elective course for Seniors on significant current national and international issues. The material includes the historical background of immediate outstanding problems, recent policies of the Great Powers, analysis of the operation of the balance of power, critical examination of the methods and objectives of Russian policy, and discussion of the various pressure areas in world affairs. Texts currently used include appropriate Headline Books of the Foreign Policy Association, Hessler's *Operation Survival*, William Bedell Smith's *My Three Years in Moscow*, Leland Stowe's *Conquest by Terror*. Students are expected to read in current periodicals and to participate in discussions. Each student will write one major paper on a selected subject.

MATHEMATICS

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The course covers the topics of Welchons and Krickenger's *Algebra*, Book I (Ginn) through systems of equations involving one quadratic and one linear. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

The abler students are placed in a section (Mathematics 1-2) which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B — First Year Algebra. Five hours. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used are the same as in Mathematics 1A.

MATHEMATICS 2 — Second Year Algebra. Four hours. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A — Plane Geometry and review of Algebra. Five hours. This is the regular course in Mathematics 3, in which plane geometry is started

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and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). The supplementary work in algebra is covered with the use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra and review of Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for two units credit in elementary and intermediate algebra.

MATHEMATICS 4—Trigonometry, Solid Geometry, and Advanced Algebra. Five hours. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, and selected topics in advanced algebra. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath), Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon), and Smith-Fagan's *Mathematics Review Exercises* (Ginn).

Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS T—Plane Trigonometry. Two hours. This is an elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is *Analytic Geometry and Calculus* by Longley-Smith-Wilson (Ginn).

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MECHANICAL DRAWING

Two hours. This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, orthographic projection, isometric projection, intersection of surfaces, development of surfaces, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is Svenson's *Drafting for Engineers* (Van Nostrand), and is supplemented by sound motion pictures and film strips.

NAVIGATION

Two hours. This course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Mixter's *Primer of Navigation* (Second Edition) are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

ELEMENTARY SCIENCE

Three hours. Designed to form an easy approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Following a survey of the consequences of the shape and motions of the earth, it continues with the elements of meteorology, of physical geology, and a very brief sketch of earth history and the theory of evolution. Throughout, emphasis is placed on the development of reasoning power rather than the mere collection of facts, and careful attention is paid to the methods used by scientists in acquiring knowledge and developing ideas.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, two times for recitations and twice for laboratory periods with separate sections for Lower Middlers and for upper-classmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination

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Board and counts one credit for admission to college. The text for upperclassmen is MacDougal and Hegner's *Biology* (McGraw-Hill). The text for Lower Mid-
dlers is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

CHEMISTRY

Four hours. The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

CHEMISTRY S. Two hours. One class and two laboratory periods each week. The course is for students who have completed a course in elementary chemistry and who wish to keep contact with the subject. Class work has some review and some advance in principles. Laboratory work is chiefly preparation of inorganic compounds.

PHYSICS

Four hours. This course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Brown and Schwachtgen's *Physics, The Story of Energy* (D. C. Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of Physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about forty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS S. Two hours. This course is open to Seniors who have completed a year of Physics, and who need to take an examination in the subject for admission to college or engineering school. Most of the time is occupied with the techniques of solving numerical problems. During the spring term, after the entrance examination has been taken, the course is directed into fields not previously studied, according to the preference of the students.

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THE VISUAL ARTS

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music", is devoted to the Visual Arts. This course, counting as two hours a week, is one of three options ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The purpose of the course is to provide a basis for making reasoned judgments in the visual field. Accordingly, the student is presented with facts concerning the structure and design of architecture, painting, sculpture and, to a lesser degree, the industrial and decorative arts. He is taught to recognize these facts when applied to cultural styles, both past and present. By analyzing certain monuments, he discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about these monuments in terms of the earlier part of the course. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it presupposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full, or major, course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. Advanced work may be taken as a half course, counting two hours a week, either as a continuation of the studio course or as a discussion section meeting separately from the major course.

MUSIC

INTRODUCTION TO MUSIC. Two hours. The second half of the course "Introduction to Art and Music" is devoted to music. This course is ordinarily required of all members of the Upper Middle Class, with the exception of those students who are permitted to take Music Appreciation, Instrumental Music, Choral Music, private instruction in music, or Studio Art. The development of musical thought is studied in order to give the student an acquaintance with the

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strengths and weaknesses of all types of music, and to give him a greater understanding and enjoyment of serious music. The evolution of American music from Folk music to today's symphonies is studied, as well as program music and symphonies of the romantic and classical schools. The subject matter is illustrated with recordings.

CHORAL MUSIC. Two classroom and two evening rehearsal hours. Qualified singers may take this course in their Upper Middle and/or Senior years. A well settled and basically accurate voice is required. The purpose of this course is to develop an understanding and appreciation of a wide variety of music through group singing. Time will be spent in developing a fine vocal ensemble and working towards an ability to sight sing at least simple four-part music and maintain fine tone color and excellent pitch. More ambitious choral works will be worked on in greater detail in order to acquaint the student with the finest choral literature.

INSTRUMENTAL MUSIC. Two classroom and two evening rehearsal hours. Qualified instrumentalists may take this course in their Upper Middle and/or Senior years. A basic knowledge of a band or orchestral instrument is required. The purpose of the course is three-fold, to develop an understanding and appreciation of a wide variety of music through sight reading, to develop knowledge of the mechanics of music by extensive work on a more limited number of works, and to develop a greater facility with the chosen instrument through a greater opportunity for playing it in a group.

MUSIC APPRECIATION. Two hours. This course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. The course is open to Seniors as an elective, and also to qualified Upper Middlers.

HARMONY. Two hours. This is a course which equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite to this course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. Lessons are normally given without charge to members of the school orchestra and the band. For particularly advanced students arrangements are made for a teacher to come out from Boston, for which there is a small fee. For piano and organ students there is a separate charge of \$100 per year for weekly half-hour lessons, and \$200 for weekly hour lessons. The charge for voice lessons is comparable. A staff of distinguished teachers is available for this instruction.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses except Instrumental Music and Choral Music.

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CHAMBER ORCHESTRA. The school chamber group meets weekly and plays a wide variety of music. This group occasionally presents concerts at the Academy and at neighboring schools.

MARCHING BAND. During the football season the school Marching Band performs at the half-time of every game. This group (which meets twice weekly for musical rehearsals, and once a week for marching practice) develops unusual facility in playing band music, as well as in performing intricate maneuvers on the field.

CONCERT BAND. The Concert Band is formed after the end of the football season. This group prepares serious and semi-classical music, arranged for Band, for presentation in a series of concerts at Phillips Academy and at neighboring girls' schools. The Brass Choir, made up of members of this group, often joins the Chapel Choir in presentation of sacred music in the Chapel. They also frequently perform at Glee Club and Band concerts.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

GLEE CLUB. The Glee Club consists of one hundred members, and meets twice a week for rehearsals. Secular part songs are prepared for joint concerts with the glee clubs of neighboring girls' schools. Occasionally the Glee Club collaborates with the Dramatic Club in the presentation of operettas in George Washington Hall.

CHOIR. The Chapel Choir consists of fifty students. In their rehearsals, once a week and before the service on Sunday, they prepare the music to be sung in the Chapel, in which they maintain a high standard of choral singing. Once each term, choirs from nearby girls' schools join the Chapel Choir in the presentation of a special musical service.

RELIGION

BIBLE 1. Two hours. This course traces the development of the most important religious concepts of the Old and New Testaments. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This course is given to all members of the Lower Middle Class.

BIBLE 2. Two hours. No prerequisite. This is an elective course for Uppers and Seniors, who wish to make a more intensive study of the Old and New Testament Scriptures than that offered in the Lower Middle Year.

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RELIGION. Four hours. This is an elective course for Seniors. It includes a term's study of eleven living religions of the world and their sacred writings. The second part of the course is devoted to a study of the New Testament. The third term's work includes study and discussion of the basic doctrines of the Jewish and Christian faiths.

ANATOMY

Two hours. This survey course, for Seniors and Upper Middlers, is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics. The text in use is *Atlas of Human Anatomy* by Barnes and Noble.

ANTHROPOLOGY

Two hours. An elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

PHILOSOPHY

Two hours. This course offers an introduction to some of the major problems of philosophy in ethics, politics, and metaphysics. The reading consists of the Platonic dialogues dealing with the trial and death of Socrates, the *Protagoras*, the *Symposium*, and the *Republic* (in part), Joad's *Guide to Philosophy and Metaphysics*. In the spring term a book by some contemporary philosopher, such as Santayana, Whitehead, or Langer is read.

SOCIAL PROBLEMS

Two hours. This elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

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GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 12.38 P.M.
Athletics	2.00 P.M. to 3.30 P.M.
Recitation and study hours	3.55 P.M. to 5.35 P.M.
Chapel	5.45 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The rules to which the students are expected to adhere have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences or eight demerits

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involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages renders a student liable to dismissal.

Smoking, subject to certain restrictions as to time and place, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted the possession or use of firearms or explosives of any description, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

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EXPENSES

GENERAL INFORMATION

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid, or the scholarship earned, have benefited by the endowment funds.

No patron of the school in recent years has met the full cost of his son's Andover education. The total cost to the Academy for each student during the year 1951-52 was approximately \$2,390. Of this figure, \$1,400 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni and from other sources.

TUITION CHARGES

The tuition charge for each student at Phillips Academy is as follows: \$700 payable on October 1; \$350 payable on January 1; and \$350 payable on April 1. The net rate charge to scholarship students varies according to the need of the applicant. Each student, when assured of admission, is required to make a deposit of \$50 which is credited on his first regular school bill.

The tuition charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all

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authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include charges for tutoring, Language, Training, special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, dues to school organizations, and unnecessary breakage and damage to school property.

MEDICAL INSURANCE

All the ordinary illnesses and injuries which occur are cared for by the School Physician and his staff, and the present tuition charge of \$1,400 includes such medical attention, regardless of the length of the patient's stay in the Infirmary. However, parents are responsible for the payment of fees for all other physicians, surgeons, and private nurses and hospitalization. These services are employed by the School Physician whenever in his opinion they are necessary for the proper care of the student.

To assist parents in budgeting such expense our student insurance plan is provided. The cost is \$20 for the twelve-month period beginning the opening day of school. This charge is included in the term bill which is payable October 1. Parents may have this coverage for the school year only at a charge of \$14. If a parent wishes the term to be so limited, the Treasurer's Office should be notified in writing before December 1.

BREAKAGE DEPOSIT

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted

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will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Classroom privileges may be denied to students whose bills are not settled when due. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

"EXTRAS"

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of "extras" are given. These are *not* charges made by or payable to the Academy.

Laundry (if done locally)	\$70
Pressing and cleaning	15
Books and supplies	40
Dues, publications, and charitable contributions	15
Miscellaneous, including spending money	60
	<hr/>
	\$200

The thrifty boy can, of course, cut these figures considerably, especially by mailing his laundry home and by purchasing second-hand text books. Scholarship boys can obtain most of their books through the Loan Library. Expenses for travel and for clothing (see page 36) are an entirely personal matter.

FINANCIAL AID FOR STUDENTS

Boys of strong character, ability, and ambition who need financial assistance are encouraged to apply for admission and

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for aid, even though not all requests can be met. The Scholarship Committee, in addition to awarding grants, exercises control over all student employment, such as work in various departments of the school and on campus concessions, which are organized under the Bureau of Self-Help. The anticipated revenue from such work is included in the over-all provision made for each boy on the scholarship list.

Scholarship awards vary in amount according to the applicant's need, with a few full scholarships of \$1400 for boys of special promise and great need. The Scholarship Committee requires a complete and definite statement of parents' financial circumstances, which will be kept confidential. Applications for renewal of aid, which should be made before April 1, will be considered in the light of the candidates' achievement and circumstances. All boys on the scholarship list are expected to maintain scholastic records compatible with their ability and to show in every possible way that they are cognizant of and deserving of the special opportunities which they enjoy. Under the Grant-Work Program, each scholarship boy is expected to perform some useful service about the school in partial return for the aid he receives.

Loans to help meet the annual charges may be arranged with the Treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES. For declamation. \$20, \$15, and \$10. Founded (1878) by Warren F. Draper, Class of 1843, (sustained since 1867). Awarded 1952 to (1) David Rytman Slavitt, (2) Dean Lawrence Gitter, and (3) James Philip Kase.

MEANS PRIZES. For declamation of original essays. \$23, \$12, and \$10. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

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Awarded 1952 to (1) Richard Dermont Parke, (2) Hollis William Frampton, Jr., and (3) John Edward Ratté.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$51 to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896). Divided equally 1952 between Stephen Charnas, Herbert Jay Farber, and David Rytman Slavitt.

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. Sustained by the late Charles H. Schweppe, Class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe. Divided equally 1952 between James Matthew Samaschin and Edward Donald Devereux, Jr. Honorable mention: William Eric Aiken.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$12 and \$8. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916). Divided equally 1952 between Ruben Foster Gittes and Warren Clifton Hutchins.

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$30. Founded (1923) by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1952 to David Rytman Slavitt. Honorable mention: Dean Lawrence Gitter.

LANGLEY PRIZE. For an essay on Charles Dickens, open to the entire school. \$10. Founded (1927) by Stephen S. Langley, Class of 1863. Awarded 1952 to Raymond Davis Oliver.

LEONARD PRIZES. For declamation of original essays. Three prizes of books. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Department of English, in memory of the late Arthur W. Leonard, former Head of the English Department. Awarded 1952 to (1) Robert Frazer Vail, Jr., (2) David Edward Green, and (3) Brian Dockweiler Crahan.

CARR PRIZES. For skill in oral English. \$16, \$12, \$8, and \$4. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, Class of 1922. Awarded 1952 to (1) Robert Frazer Vail, Jr., (2) John Brownell Oettinger, (3) William John Bragg, and (4) David Edward Green.

BURNS PRIZES. For an original poem. Three prizes of \$15 each to be awarded to one boy in each of the three upper classes. Founded (1944) by Mrs. Jules Burns in memory of her son, Lieutenant Charles Snow Burns, Class of 1941. Awarded 1952 to David Rytman Slavitt, John Edward Ratté, and Hollis William Frampton, Jr.

SUMNER R. KATES PRIZE. For an essay in American Literature. \$20. Sustained (since 1950) by Sumner R. Kates. Class of 1938. Awarded 1952 to Stephen Ilsley Davis.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$25, \$10, and \$5. Founded (1879) by Joseph Cook, LL.D., Class of 1857. Entire amount awarded in 1952 to Roger Leo Hinkson, Jr.

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WEIR PRIZE. In New Testament Greek. \$50. Founded (1928) by Rev. William N. Weir, Class of 1895. Divided equally in 1952 between Donald Boyden Ryder and Edmund Chetwynd Smith.

DOVE PRIZES. In Latin. Open to Seniors or members of Latin 4. \$25, \$15, and \$5. Founded (1915) by George W. W. Dove, Class of 1853 (sustained since 1880). Awarded 1952 to (1) Edward Leigh Gates, Jr., (2) Geoffrey Mellor Brittin, (3) divided between Gordon Donald Barnes and John Harris Willson.

DEPARTMENT PRIZES. For excellence in Latin translation, composition and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. \$10 and \$5. Awarded 1952 to (1) David Edward Green and (2) Terence Lee Porter. For recitation from memory of poetry or prose. \$10. Awarded 1952 to Richard Borden Turner. Honorable mention: Robert Ernest Milburn.

Open to students in Latin 2. Translation and composition. \$10 and \$5. Awarded 1952 to (1) Charles Richard Levin and (2) Ritchie Brooks Coryell. For recitation from memory of poetry or prose. \$10. Awarded 1952 to James Philip Kase. Honorable mention: Edward Warren Powell.

Open to students in Latin 1. For recitation from memory of poetry or prose. \$10. Awarded 1952 to Martin Joseph Faigel.

JOHNSON PRIZE. In Greek composition. \$10. Founded (1932) by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, Class of 1875, (sustained since 1924). Awarded 1952 to Gordon Donald Barnes.

VALPEY PRIZES. In Latin composition. \$15. In Greek composition, \$15. Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, Class of 1854. Awarded 1952 in Latin to David Edward Green. Honorable mention: Peter Gray Banta and William Henry Joseph. Awarded 1952 in Greek to Edmund Chetwynd Smith.

BENNER PRIZE. For excellence in first-year Greek. \$25. Founded (1950), sustained (since 1939) by the Rogers Associates, Inc. in honor of Allen Rogers Benner, Class of 1888, for forty-six years Professor of Greek in Phillips Academy. Awarded 1952 to Clive Chandler.

CATLIN PRIZE. \$1000. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the Class of 1863. Divided equally 1952 between Gordon Donald Barnes and Geoffrey Mellor Brittin.

GERMAN

STEVENSON PRIZE. In German composition, oral and written. \$10. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1952 to (1) Raymond Davis Oliver and (2) Fritz Ostherr, Jr. Honorable mention: Frederick John Seil.

VAN DER STUCKEN PRIZE. \$20. For proficiency in German. Sustained

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anonymously (beginning in 1952) in memory of Dirk Hugo van der Stucken, instructor in German at Phillips Academy, 1928-1948. Divided equally 1952 between Lloyd Phillip Farrar and Raymond Davis Oliver.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. Founded in part (1909) by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868. Awarded 1952 to Dellson Shalit Alberts.

DEPARTMENT PRIZES. For aural ability. First and second prizes in books awarded to those students in their first and second year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

Awarded 1952 in French 1 to (1) John Andrew Sullivan, Jr. and (2) Charles Cameron Dickinson, 3d.

Awarded 1952 in French 2 to (1) Rafael V. M. Cestero, Jr. and (2) Kenneth Moller Sanderson. Honorable mention: Alfred Charles Krass.

SPANISH

HAYDEN PRIZE. Awarded to that member of the Junior or Lower Middle Class who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. \$25. Founded (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile. Awarded 1952 to Nicholas Paul Janus.

HISTORY

SMITH PRIZES. In American History before 1860. \$50. Sustained (since 1924) by Lloyd W. Smith, Class of 1892. Awarded 1952 to Frederic Alan Sharf. Honorable mention: William Clement Scott, 3d.

HAYMOND PRIZES. In American History. \$50, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of \$25 and \$10 respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, Class of 1942 and Thomas Arnette Haymond, Class of 1943. Awarded 1952 to (1) Ruben Foster Gittes, (2) Gordon Pritchard Bugbee, and (3) Lloyd Phillip Farrar. Honorable mention: William Clement Scott, 3d, and Michael Elliott Smith.

LAUDER PRIZES. In History of England and the British Empire. First prize \$27.50; second \$17.50. Competitive examination. Founded (1916), sustained (since 1913), by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1952 to (1) David Force Hayes, (2) Michael Crawford Chapman, and (3) George John Reindel, 3d.

MARSHALL S. KATES PRIZE. In American History. \$20. Awarded to an undergraduate taking the course in History of the United States for an essay on a topic in the field of American History. Founded (1952) by Marshall S. Kates, Class of 1939. Not awarded until 1953.

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GRACE PRIZES. In American History. \$100. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. First prize \$50. Second and third prizes \$30 and \$20 respectively. Founded (1952) by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Not awarded until 1953.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. \$100, \$75, \$50, \$25, and \$10. Founded (1898) by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1952 to (1) John David Eliassen, (2) Henry Earle Riggs, 2d, (3) William Henry Joseph, (4) Frederic Luther Felton, Jr., and (5) Orville Cole Dean, Jr.

EATON PRIZE. In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. Sustained (since 1938) by Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics.

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. \$25 and \$15. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921. Awarded 1952 to (1) James Hutchinson Hammons and (2) Stanley Saxe Shuman.

BAILEY PRIZE. In Lower Middle Mathematics. \$25. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1952 to William Richard Crowther.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$10. Sustained (since 1900) by William S. Wadsworth, M.D., Class of 1887. Awarded 1952 to Joel Davis.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$45. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, trustee of Phillips Academy, 1912-1923. Awarded 1952 to George William Luhrmann, Jr.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest grade in the Physical Sciences. \$800. Founded in 1945 by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937. Divided equally 1952 between James Hutchinson Hammons and Warren Blair Harshman.

MARSH PRIZE. In Biology. To a student in the school who has been outstanding in interest and attainment in the Biological Sciences. \$25. Sustained (1936-1949) by the Headmaster and (since 1950) by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1952 to James Philip Kase.

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BAUSCH & LOMB OPTICAL COMPANY MEDAL. For exceptional progress in science studies. Awarded 1952 to James Hutchinson Hammons.

MUSIC

CUTTER PRIZE. For proficiency in orchestral, especially stringed, instruments. \$40. Founded (1925) by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1952 to Geoffrey Mellor Brittin.

POYNTER PRIZE. For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. \$20. Founded (1943) in memory of Edward Pitkin Poynter of the Class of 1940, who gave his life for his country in the aviation service on July 15, 1943. Awarded 1952 to Louis Antony Fisher.

JONES PRIZE. For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$20. Founded (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1952 to Lloyd Phillip Farrar.

COLLIER PRIZE. Awarded for proficiency in the playing of the piano. \$25. Founded (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy. Awarded 1952 to James Philip Kase.

FULLER MUSIC PRIZE — A prize of \$500 contributed by Mr. Samuel L. Fuller, Class of 1894, to be awarded irrespective of scholarship grants to a musical student who has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower after all chapel exercises during the school year and on such other occasions as may be directed by the Headmaster. Awarded 1952 to David Force Hayes.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. Sustained (from 1932) and founded (1942) by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1952 to James Matthew Samaschin.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. Given in memory of Augustus Porter Thompson, 3rd, Class of 1928. Awarded 1952 to John Vincent Starkweather.

ADDISON GALLERY ASSOCIATES PRIZE. For a student who has distinguished himself in art as well as in other activities. \$25. Sustained (since 1941) by the Addison Gallery Associates. Awarded 1952 to John Edward Ratté.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan. Awarded 1952 to Howard Evan Phipps.

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OTHER PRIZES

FACULTY PRIZE. For the Senior graduating with the highest average in scholarship. \$100. Founded (1923) by Sanford H. E. Freund, Class of 1897, (sustained since 1912). Divided equally 1952 between Geoffrey Mellor Brittin and Warren Blair Harshman.

BYER MEMORIAL. A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, Class of 1938. Divided equally 1952 between Geoffrey Mellor Brittin and Warren Blair Harshman.

FULLER PRIZE. Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, Class of 1894. Awarded 1952 to Joseph Belleau Wennik.

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. Sustained (since 1944) by Eugene S. Bierer, Class of 1943. Awarded 1952 to Richard Dermont Parke.

IMPROVEMENT PRIZE. \$100. Awarded annually to that member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development in character and scholarship. Given by a member of the Class of 1916. Awarded 1952 to Lloyd DeWitt Brace, Jr.

VAN DUZER PRIZES. Two prizes of \$250 each, awarded as outlined below. Sustained (since 1912) in memory of Henry S. Van Duzer, Class of 1871. (a) **ANDOVER-HARVARD.** "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1952 to David Amherst Norris. (b) **HARVARD-ANDOVER.** "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

YALE BOWL. Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. Awarded 1952 to Edward Isaac Selig.

FEDERATION OF HARVARD CLUBS PRIZE. For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover. Awarded 1952 to John Harrison Hosch, 3d.

BUTLER-THWING PRIZE. For the member of the Junior Class with highest marks in entrance examinations. \$20. Founded (1918) by Capt. Francis Butler-Thwing, Class of 1909. Awarded 1952 to Henry MacPherson Brown.

SULLIVAN PRIZES. Four prizes, of \$200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1952 to Arthur Sterling Alexander, class of 1951, Charles Richard Greene, Jr., John David Eliassen, and Kenneth Albert Pruett.

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HOPKINS PRIZE. To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. \$200. Founded (1921) by Boetius H. Sullivan, Class of 1905, in memory of John P. Hopkins. Divided equally 1952 between fifty-one winners.

WARREN PRIZE. "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty." \$40. Founded (1925) by Frank Dale Warren, Jr., Class of 1915, in memory of his father, of the Class of 1879. Awarded 1952 to James Hutchinson Hammons.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$35. Founded (1931) by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his senior year. Divided equally 1952 between Warren Blair Harshman and Evan Raden Berlack.

REED PRIZE. "The income is awarded annually to a student of character and promise at the beginning of his Senior year." \$450. The William Thompson Reed Memorial was founded (1930) by his father and mother and members of his family, in memory of William Thompson Reed, Class of 1929. Awarded 1952 to Terence Lee Porter.

COMMONS PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$10. Founded (1945) by Dr. Willet L. Eccles, Registrar of Phillips Academy from 1930 to 1943. Sustained (since 1951) anonymously. Awarded 1952 to Earle Robert Warren. Honorable mention: George William Luhrmann, Jr.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1952 to George Washington Davis, 3d.

AURELIAN HONOR SOCIETY PRIZE. To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935. Awarded 1952 to Warren Blair Harshman.

LORD PRIZE. Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Founded (1946) by Mason Faulconer Lord, Class of 1944. Awarded 1952 to George William Luhrmann, Jr.

HOCKEY PRIZE. To a member of the Hockey Team who is in good scholastic standing and who during his association with hockey at the school has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Sustained (since 1944) by Sumner Smith, Class of 1908. Awarded 1952 to Paul Walter Jameson.

SCHUBERT KEY. Awarded annually to a member of the Senior Class who has excelled in varsity athletics and who best has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A key. Founded (1950), sustained (since 1944) by the Eta Delta Phi Society in memory of Edmund John Schubert of the Physical Education Department. Awarded 1952 to John Joseph Logan.

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RICHARD JEWETT SCHWEPPE PRIZE. Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. \$40. Founded (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1952 to Richard Wallace Sagebiel.

STEARNS PRIZE. Awarded annually in honor of Dr. Alfred E. Stearns, Class of 1890, Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. \$50. Sustained (since 1951) anonymously. Awarded 1952 to Joseph Frederick Crehore.

WELLS PRIZE. A prize of \$50 to be awarded annually to the member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and natural leadership which characterized the boy in whose memory this prize is given. Sustained (beginning in 1953) by Mr. and Mrs. J. Brent Wells in memory of their son, the late Anthony Peter Wells, admitted to the Class of 1956. Not awarded until 1953.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of \$4,000.	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.	7,762.64
SAMUEL FARRAR (1865), treasurer of Phillips Academy from 1808 to 1840. (A part of this fund is for other purposes.)	22,000.00
JANE AIKEN CLARKE (1870). James G. Clarke, Class of 1839, in memory of his mother.	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1848, in memory of his brother, of the Class of 1847. For boys from Andover.	500.00
CLASS OF 1878 (1878), Senior classical class.	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.	1,000.00
HIRAM W. FRENCH (1879), Class of 1839.	1,000.00

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CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.....	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the Class of 1875	1,000.00
STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, Class of 1875	1,450.14
WARREN F. DRAPER (1890), Class of 1843.....	1,000.00
CHARLES L. FLINT (1890), Class of 1845. Preference to boys from Middleton, Mass.....	5,000.00
HENRY P. HAVEN (1890). Trustees of Henry P. Haven estate, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
JOSEPH DOWE (1892), Class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the Class of 1840.....	1,000.00
MARY W. HOLBROOK (1900).....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, of the Class of 1908	5,000.00
GEORGE RIPLEY (1908).....	2,500.00
T. AUGUSTUS HOLT (1909). For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913), Class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp estate, in memory of her brother, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00

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SAMUEL M. EVANS (1922), Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the Class of 1889.....	1,425.00
ABRAHAM B. COFFIN (1924), Class of 1852.....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father.....	2,515.65
JAMES H. HASTE (1930; 1933-34; 1944.), Class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931; 1937), Class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932), Class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00
OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.	500.00
DAVID AND LUCY HAYWARD SHAW (1939). Preference to boys from Andover.....	10,000.00
SUMNER SMITH (1943), Class of 1908. Balance of income after Hockey Prize (see page 71).....	1,142.31
ARTHUR L. KERRIGAN (1945), Class of 1915.....	2,500.00
ABBOT STEVENS (1945; 1946).....	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, Class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946), Class of 1896.....	2,500.00
ROBERT D. MILLS (1947), Class of 1893.....	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.....	2,000.00
NEWTON-HINMAN (1950). Ahlers Association in honor of Frederick E. Newton, '93, and George W. Hinman, '94, former instructors at Phillips Academy and faculty guardians of the PBX Society.....	22,243.17
SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
AGC SOCIETY (1950). The Rogers Associates, Inc.....	24,461.94
Balance of income after the Benner Prize (see page 66)	
AUV SOCIETY (1950). AUV Corporation.....	35,000.00

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EDP SOCIETY (1950). The Eta Delta Phi Society.....	5,000.00
Balance of income after the Schubert Key (see page 71).	
FLD SOCIETY (1950). The Davison Associates, Inc.....	18,046.14
KOA SOCIETY (1950). The Blodgett Association.....	35,176.17
PAE SOCIETY (1950). The Cooley Association.....	48,945.86
PBX SOCIETY (1950). (See Newton-Hinman, page 74.)	
PLS SOCIETY (1950). Phi Lambda Sigma Association.....	17,000.00
ANONYMOUS (1951).....	1,000.00
ISABEL C. MCKENZIE (1952). Mrs. Isabel C. McKenzie.....	25,000.00

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.....	5,000.00
Awarded 1952 to Ritchie Brooke Coryell.	
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, Class of 1912, who died in the military service of the United States, 1918....	6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	
Awarded 1952 to James Edgar Liles.	
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892.....	10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."	
Awarded 1952 to James Carey Alexander.	
GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen.....	5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."	
Awarded 1952 to Nicholas Paul Janus.	
REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895.....	3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."	
Awarded 1952 to Clive Chandler.	
CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906.....	5,000.00

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"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."

Awarded 1952 to David Force Hayes.

ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, of the Class of 1897. 5,000.00

"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

Awarded 1952 to James Barnie Germain.

SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the Class of 1923. 5,000.00

"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1952 to James Philip Kase.

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the Class of 1898 5,000.00

Awarded 1952 to Raymond Davis Oliver.

AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, Class of 1892. 5,000.00

"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

Awarded 1952 to Robert Stockton Rogers, Jr.

CHARLES W. CARL (1944-46; 1950-51). Charles W. Carl, Class of 1910. 12,000.00

"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."

Awarded 1952 to Rafael V. M. Cestero, Jr.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the Class of 1922. 2,500.00

"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

Awarded 1952 to Stratford Covert Jones, 2d.

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HERBERT E. STILWELL (1945). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the Class of 1941, who was lost in the English Channel on a mission during the war.	10,000.00
<p>"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."</p> <p>Awarded 1952 to Donald Boyden Ryder.</p>	
MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891.	5,000.00
<p>"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."</p> <p>Awarded 1952 to John Andrew Sullivan, Jr.</p>	
MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents.	12,100.34
<p>"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."</p> <p>Awarded 1952 to John Hugo Poppy.</p>	
RAY A. SHEPARD (1949-50). Friends of Ray A. Shepard, former Athletic Director of Phillips Academy.	2,580.35
<p>"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."</p> <p>Awarded 1952 to John David Eliassen.</p>	
SUISMAN FOUNDATION (1949-50). The Suisman Foundation, Inc... The income is to be awarded annually to a student selected by the Scholarship Committee.	5,000.00
<p>Awarded 1952 to Roger Bruce Hardy.</p>	

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ANNUAL GIFT SCHOLARSHIPS

PHILLIPS SOCIETY SCHOLARSHIP. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Sustained (since 1934) by the Phillips Society. Awarded 1952 to Charles Dana Redman and George Wei-ming Fang.

FOX SCHOLARSHIP. "To be awarded annually in sums of \$500, \$400, and \$300 respectively to a Senior, an Upper Middler, and a Lower Middler who are preparing for Yale University, who are in need of financial aid and who, in the opinion of the headmaster, combine qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make them outstanding persons in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox of the Class of 1934 in memory of his father, the late Alan Fox of the Class of 1899. Awarded 1952 to Edmund Chetwynd Smith, Donald Hayes Clement, Jr., and Henry MacPherson Brown.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

*WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within

*See page 22 under "Plan of Residence."

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a short distance of the other school buildings and offer accommodations for fifty-two Juniors.

*ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors.

*FACULTY HOUSES

The following twenty-nine houses, known as Faculty Houses, provide accommodations in relatively small groups for most of the Lower Middle Class and for a few members of the two upper classes:

Abbot House	Fay House	Pease House
America House	French House	Salisbury House
Blanchard House	Frost House	Samaritan House
Carter House	Greene House	Smith House
Cheever House	Hardy House	Stowe House
Churchill House	Hayward House	Tilton House
Clement House	Jackson House	Tucker House
Cole House	Merrill House	Willis House
Coy House	Park House	Williston House
Farrar House		Woods House

*DORMITORIES

FOXCROFT HALL (1809), two entries for sixteen boys each.

BARTLET HALL (1821), two entries for seventeen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

PEMBERTON COTTAGE (1893), for eight boys. The gift of Melville C. Day, class of 1858.

*See page 22 under "Plan of Residence."

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ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries totalling twenty-six boys. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries totalling forty boys.

DAY HALL (1911), two entries for twenty-three boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for twenty boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph,

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and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it is now being gradually remodelled to house the Music Department. The instrumental music moved into the top floor in the summer of 1951. Tentative plans for 1953 include the construction of a number of practice rooms for piano, instrumental, and vocal students.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the morning assembly is often held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHURCH (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to

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afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825. The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., Saturdays from 8 A.M. until 6 P.M., and Sundays from 2:30 P.M. until 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

THE GYMNASIUM (1901; 1951) is a large single unit composed of two parts. The BORDEN GYMNASIUM was erected in 1901 from gifts, the largest of which was that of Matthew C. D. Borden, Class of 1860. The MEMORIAL GYMNASIUM was built in 1951 as a tribute to Andover's sons who were lost in World War II. The combined facilities include four basketball courts; a seventy-five foot, six-lane swimming pool; a separate pool for diving with high and low boards; a spacious wrestling room; a large general exercise room; and five squash courts.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter

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sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

SUMNER SMITH ARTIFICIAL-ICE HOCKEY RINK. On the north-east side of the "Cage" is an out-door, artificial-ice hockey rink constructed in 1950 through alumni generosity. Its skating surface is usable in temperatures up to fifty degrees, and the hockey season has thereby been greatly lengthened. During the balance of the year its cement surface is used for tennis practice.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit

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Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in World War I. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

In 1950 the dissolution of the fraternity system at Andover made the following buildings available for the uses indicated:

Alumni House serves as a gathering place for returning alumni. It contains sleeping, eating, and recreational facilities.

Cooley House is used by the Athletic Department for team meetings, by Philo for discussion groups, and by the Alumni Office for after-game teas for parents and visiting teams.

Benner House furnishes a centrally located snack bar open to the entire school community at appropriate hours.

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Graham House is the headquarters of the Phillips Society and its many social gatherings.

Senior House is the social and recreational center for the entire Senior Class.

GROUNDS

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide five football fields, five baseball diamonds, four soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The Andover Summer Session will open on Tuesday, June 23rd, and close on Wednesday, August 19th, 1953. The Summer Session Catalogue will be available for distribution after February 1st. Requests for catalogues and inquiries about admission should be addressed to the Director of the Andover Summer Session, Andover, Massachusetts.

OLIVER WENDELL HOLMES LIBRARY

ELIZABETH EADES, A.B., S.B., *Librarian*

RUTH BROWN, A.B., *Cataloguer and Keeper of
the Forbes Vergiliana*

MRS. DOROTHY B. BLOOM, S.B., *Assistant Cataloguer*

BARBARA McDONNELL, A.B., S.B., *Reference Librarian*

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are 74,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

This modern library began about 1906 with the collections of Archibald Freeman, instructor in history. By 1912 there were 5,000 books under the care of a librarian. The circulation amount-

PHILLIPS ACADEMY

ed to four books a day; attendance averaged thirty-three. During the last year the largest daily circulation reached 260 with an estimated daily attendance close to 900. The Library is open to the community, but its major interest is naturally in the boys of the Academy. The Garver Room provides them with several thousand volumes of reference and study, with the adjoining stacks open to their use. There are tables, lights, and seats for a hundred. In the Freeman Room, with its open fire and easy chairs for twenty-five or thirty, there are available some two thousand books and magazines for the boys' enjoyment. The Library subscribes to or receives as gifts 109 periodicals and nine newspapers. The Poynter Room contains three to four hundred books for little children in the neighborhood.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 247 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, A.M., *Director*

FREDERICK JOHNSON, S.B., *Curator*

ALFRED VINCENT KIDDER, Ph.D., *Research Associate in
Southwestern Archaeology*

ROSEMARY A. SHEEHY, *Secretary*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list which is available at the museum office.

PHILLIPS ACADEMY

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., A.B., *Director*

ANTOINETTE THIRAS, *Secretary and Registrar*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as among the outstanding specialized collections in

the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

PHILLIPS ACADEMY

COLLEGE ADMISSIONS—CLASS OF 1952

College candidates in 1952	*220
Admitted to college	218
Non-returning Upper, admitted to college	1
Total college matriculants, September 1952	219
Admitted to first-choice college	200
Admitted to second or third- choice college	19
Number of colleges entered	36

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Amherst	8	Northwestern	1
Arizona, University of	1	Notre Dame	1
Bowdoin	2	Oberlin	1
Brown	8	Pennsylvania, University of	4
California Institute of Technology	1	Pomona	1
Columbia	3	Princeton	20
Cornell	8	Stanford	4
Dartmouth	7	Swarthmore	1
Denison	3	Trinity	1
Florida, University of	1	Tufts	1
Harvard	51	United States Military Academy	3
Haverford	5	Virginia, University of	1
Kansas, University of	1	Washington and Lee	1
Kenyon	1	Williams	4
Lehigh	2	Wisconsin, University of	2
Massachusetts, University of	1	Worcester Polytechnic Institute	1
Massachusetts Institute of Technology	8	Yale	59
North Carolina State College	1		
North Carolina, University of	1		219

*In addition 3 foreign exchange students returned to their homelands to complete their education and 4 boys returned to the Academy for a second senior year.

PHILLIPS ACADEMY

REPRESENTATION

Massachusetts	185	Kansas	2
New York	154	Mississippi	2
Connecticut	68	Oklahoma	2
New Jersey	43	Oregon	2
Pennsylvania	36	South Carolina	2
Illinois	28	Tennessee	2
Ohio	27	Washington	2
Florida	13		
California	11	District of Columbia	11
New Hampshire	11	Puerto Rico	7
Michigan	10	Hawaii	2
Maine	9		
Texas	9	Brazil	4
Kentucky	7	England	3
North Carolina	7	Colombia	2
Georgia	6	Aruba, N. W. I.	1
Missouri	6	Canada	1
Vermont	6	Costa Rica	1
Virginia	6	Cuba	1
Maryland	5	Dominican Republic	1
Colorado	4	France	1
Indiana	4	Formosa	1
Rhode Island	4	Germany	1
Wisconsin	4	Holland	1
Alabama	3	Lebanon	1
Delaware	3	Liberia	1
Louisiana	3	Nassau, Bahamas, B.W.I.	1
New Mexico	3	Sweden	1
West Virginia	3	Uruguay	1
Arizona	2		
Arkansas	2		

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PHILLIPS ACADEMY

STUDENTS 1952-1953

- U Ackerman, Albert Bernard
Elizabeth, N. J.
- L Adams, John Perry
Canaan, N. Y.
- J Adams, Peter Janney
Locust Valley, L. I., N. Y.
- U Agee, William Cameron
Scarsdale, N. Y.
- S Aiken, William Eric
Hingham
- U Alberts, Alan Ralph
Newton Highlands
- S Alexander, James Carey
Charlotte, N. C.
- L Alexander, John, 3d
Aurora, Ill.
- L Alexander, Thomas Wallace
Kansas City, Mo.
- S Alexander, Walter
Aurora, Ill.
- S Alkon, Paul Kent
Portsmouth, N. H.
- J Andel, Peter Michael
Rockville Centre, L. I., N. Y.
- U Anderson, Frederic Paffard
Noank, Conn.
- S Anderson, Robert Palmer, Jr.
Noank, Conn.
- S André, Carl George
Quincy
- S Andrews, Loring Beal, Jr.
Scarsdale, N. Y.
- S Ansin, Edmund Newton
Miami Beach, Fla.
- S Armitage, John Denton, Jr.
Carlisle, Pa.
- L Arthur, Tom Sheldon
Orwell, Vt.
- L Atherton, David Robert
Upper Montclair, N. J.
- U Ayer, Douglas Levering
Cold Spring Harbor, L. I., N. Y.
- S Ayscue, Quincy Adams
Monroe, N. C.
- L Baird, Joel Sheridan
Cleveland, Ohio
- S Banta, Peter Gray
Hackensack, N. J.
- S Baquié, John de la Ronde
Glenview, Ky.
- S Barber, Anthony Victor, Jr.
Hewlett, L. I., N. Y.
- U Barker, Robert Hewitt
Winnetka, Ill.
- J Barlofsky, Lyle William
Lowell
- L Barlow, Milton McClintock
Kansas City, Mo.
- S Barnes, Bradford Stevens
Plymouth
- L Barnes, Gerald Weygandt
Montrose, Pa.
- S Barnes, Warner Jenkins
Waco, Texas
- J Barnum, David Burrall
Greenwich, Conn.
- L Barrett, Olin
South Pasadena, Calif.
- J Barrows, Raymond Reed, Jr.
Seaford, Del.
- J Bay, John Michael
Flushing, L. I., N. Y.
- L Beale, Joseph Stevenson
Hinsdale, Ill.
- U Begien, Julien Frederick
Cambridge
- U Behn, Peter Christian
Greenwich, Conn.
- L Behrman, David Arthur
New York, N. Y.
- U Beilenson, Roger Nicholas
Mt. Vernon, N. Y.
- J Benedict, James Bell, Jr.
Cincinnati, Ohio
- J Bennett, Peirson Sterling Page
Assinippi
- L Bergmann, Richard Max
Mill Valley, Calif.
- U Berkowitz, William Frost
Woodstock, N. Y.
- J Berling, Robert Elliot
Woodmere, N. Y.

PHILLIPS ACADEMY

- J Bernat, Eliot Donald
West Newton
- s Berry, Ebb Aaron, 3d
Madisonville, Texas
- U Best, George Robert
Andover
- J Bienstock, Paul Abraham
New York, N. Y.
- s Bigelow, John Brittain, Jr.
Pomfret, Conn.
- J Birch, Robert Salisbury
Boonton, N. J.
- s Bixby, George Henry, 3d
Haverhill
- L Blackmer, Alan Rogers, Jr.
Andover
- J Blair, McClellan Gordon
Indiana, Pa.
- L Blake, Dale Winsor
Andover
- U Blanchard, Albert Chick
Bangor, Maine
- s Bland, Ronald Joel
White Plains, N. Y.
- U Blank, Leslie Harrod, Jr.
Tampa, Fla.
- L Blase, Robert Clinton
Forest Hills, N. Y.
- L Blatt, Daniel Harry
Haverstraw, N. Y.
- U Block, Philip Dee, 3d
Chicago, Ill.
- U Bloom, John Arthur
Methuen
- J Blumsack, Richard Earle
Somerville
- U Blunt, William Williams
Scarsdale, N. Y.
- U Blyth, Henry Adams
Palm Beach, Fla.
- s Bowman, Ralph David
Pine Plains, N. Y.
- J Boyd, Richard Klemm, Jr.
Arlington, Va.
- U Boyer, Frederick Alger
Grosse Pointe, Mich.
- U Bradley, David Burford
Greenwich, Conn.
- L Bradley, Peter Farrell
Corning, N. Y.
- s Bradley, Robert Louis
Andover
- U Bragg, William John
Harrison, N. Y.
- J Branch, Russell Eliot, Jr.
Flushing, L. I., N. Y.
- J Breasted, James Henry, 3d
Kent, Conn.
- s Bride, William Thomas, Jr.
Andover
- L Briggin, Clifford Stanley
Larchmont, N. Y.
- L Briggs, Peter Garland
Marblehead
- s Brockelman, Paul Taylor
Worcester
- s Brodhead, Charles Dingman, Jr.
New Lebanon, N. Y.
- L Brown, Douglas Coffin
Keene, N. H.
- L Brown, Henry MacPherson
Salem
- L Brown, Keith Spalding, Jr.
Amada, Ariz.
- s Brown, Thomas LaRue
Gilbertsville, N. Y.
- L Brubaker, John Kreider
Lebanon, Pa.
- U Bruce, Duane Frisbie
Caldwell, N. J.
- U Bullock, William Clapp, Jr.
Darien, Conn.
- s Burchard, Marshall Gaines
Bedford
- L Burgess, Wells Daniels
Shrewsbury
- s Burnett, Thomas Arthur
Andover
- L Burns, Thomas Reardon
Washington, D. C.
- U Burr, John Rockwell
Brewer, Maine
- L Byron, Frederick William, Jr.
Dedham
- L Cabral, Manuel José
Republica Dominicana, W. I.
- J Callaway, Trowbridge, 3d
New York, N. Y.

PHILLIPS ACADEMY

- U Campbell, John Forrester
Short Hills, N. J.
- S Capra, Peter Michael
New York, N. Y.
- U Carlsmith, James Merrill
Summit, N. J.
- U Carlson, Richard Duane
Bristol, Conn.
- U Carmody, Robert Fulton, Jr.
Cheverly, Md.
- L Carnicelli, Thomas Anthony
Framingham
- U Carr, John Francis, 3d
Cambridge
- L Carswell, John Donald
Scarsdale, N. Y.
- U Catlett, James Bland, Jr.
Albuquerque, N. M.
- L Catlett, La Rue Scott
Albuquerque, N. M.
- J Catlin, Daniel, Jr.
New York, N. Y.
- S Cestero, Rafael V. M., Jr.
Santurce, Puerto Rico
- S Chandler, Clive
Bellevue, Wash.
- S Chapman, Michael Crawford
Sherborn
- S Chase, Edward Lee
Burlington, Vt.
- L Cheney, Benjamin Lawton
New Milford, Conn.
- S Chermayeff, Peter
Wellfleet
- S Christenson, David Alden
Chappaqua, N. Y.
- S Clark, Robert Curtiss
Shaker Heights, Ohio
- U Clarke, Howard Vaughan
Attleboro
- L Clarkson, Stephen Batchelder
Rye, N. H.
- S Clavel, Pierre
Scarsdale, N. Y.
- L Claxton, Brian Hunter
London, England
- S Clein, Warren Alan
Atlanta, Ga.
- U Clemens, Frederick William
Newburgh, N. Y.
- U Clement, Donald Hayes, Jr.
New Bern, N. C.
- U Clew-Ziff, David Michael
New York, N. Y.
- L Coburn, Peter Dunlop
Winnetka, Ill.
- S Cohen, Steven James
Brookline
- U Colby, Howard Alfred
Marblehead Neck
- S Cole, Herbert Milton
Weston
- U Cole, Robert Rockwell
Upper Montclair, N. J.
- S Colman, Lawrence Putnam
Havana, Cuba
- U Constan, Samuel Davis
Brockton
- J Converse, Frank Guthrie
New Hope, Pa.
- L Cook, John Dallas
Mt. Kisco, N. Y.
- L Cooke, James Boxley
Charleston, W. Va.
- L Cooper, Frederick Alexander
Coraopolis, Pa.
- U Cooper, James David
Hampton, Va.
- S Cornwell, Daniel
West Chester, Pa.
- U Coryell, Ritchie Brooke
Andover
- L Costello, Anthony Christopher
Andover
- S Cotton, Simeon Henry, Jr.
Clearwater Beach, Fla.
- J Countee, Thomas Hilaire, Jr.
Washington, D. C.
- L Cowles, Richard Judson
Port Huron, Mich.
- L Cox, Duncan Bulkley, Jr.
Woodbury, L. I., N. Y.
- U Crabtree, John Edmund
Jacksonville, Fla.
- S Crahan, Brian Dockweiler
Los Angeles, Calif.
- S Craton, David Malcolm
Holsworthy, Devon, England
- U Crippen, Thomas Edward
Dallas, Texas

PHILLIPS ACADEMY

- s Crommelin, Henry, Jr.
Honolulu, T. H.
- L Crosby, Sumner McKnight, Jr.
Woodbridge, Conn.
- J Crowe, Douglas Ansel
Ipswich
- s Crowther, Daniel Francis Sullivan
Fall River
- U Crowther, William Richard
Swampscott
- U Culliton, Richard Bowers
Lynn
- s Cummings, Robert James
Portsmouth, N. H.
- J Curley, John Francis, Jr.
Manchester
- U Curry, James Joseph
Andover
- s Curtis, Harry Joseph, Jr.
West Chester, Pa.
- L Cushing, Thomas Seth
Arlington, Va.
- s Cushman, Charles Wallace
Windsor, Vt.
- s Daley, Leo Hayden
Andover
- L Daly, John Neal
Rye, N. Y.
- s Damon, Peter Stanley
Plymouth
- L Danehower, Chester Conrad, Jr.
Osceola, Ark.
- s Danovitch, Stuart Henry
Norwood
- U Davids, Joseph Perrill
Wilmington, Ohio
- U Davis, Harold Emerson, Jr.
Jaffrey, N. H.
- s Davis, James Kotsilibas
Worcester
- s Davis, Joel
Ontario, N. Y.
- s Davis, Martel Wellington
Monrovia, Liberia
- U Day, Kenneth Michael
Malden
- J Dean, David Franklin
Pikeville, Ky.
- s Dean, Orville Cole, Jr.
Collierville, Tenn.
- U Dean, William James
Andover
- U Decker, Francis Keil, Jr.
Chappaqua, N. Y.
- s Demarest, Kenneth Llewellyn, Jr.
Hackensack, N. J.
- L DeMerell, John Nicolls
Scarsdale, N. Y.
- U Denker, Peter John
Port Washington, N. Y.
- J Dent, Thomas Logan
Fayette City, Pa.
- U Dickinson, Charles Cameron, 3d
Charleston, W. Va.
- s Dickinson, Nathaniel
Seattle, Wash.
- U Dimick, John Cochran
St. Augustine, Fla.
- s Dixon, James Wyllys
Shaker Heights, Ohio
- U Dockser, Robert
Brookline
- s Doggett, Eugene Bicknell
Englewood, N. J.
- L Doherty, Anthony
Chicago, Ill.
- s Dole, Malcolm, Jr.
Evanston, Ill.
- U Domingue, Robert Alton
Andover
- s Donald, Roger Thomas
Westport, Conn.
- J Donnelly, Eugene Russell, Jr.
Pepperell
- L Donnelly, Harold Francis, Jr.
Brockton
- J Donovan, Arthur Lovekin
Westport, Conn.
- L Donovan, Bruce Elliot
Andover
- U Donovan, Jerome Francis, Jr.
Westport, Conn.
- s Donovan, John Ignatius, Jr.
Winchester
- s Donovan, John McCormick
Lawrence
- U Dorsey, Benjamin William
New London, Conn.

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- J Douglas, John Bruce
Lake Forest, Ill.
- s Douglas, Ralph Wilson
St. Joseph, Mo.
- s Downey, Mortimer Leo, 3d
Milford, Conn.
- L Doykos, John Dimitri
Methuen
- s Draper, Thomas Fling, Jr.
Canton
- L Driver, David Alexander
Montclair, N. J.
- L Drummond, Gerard Kasper
Lakeville, Conn.
- U Dubon, José Rodrigo
Santurce, Puerto Rico
- J Duell, Charles Halliwell Pringle
Riverside, Conn.
- U DuMoulin, John
San Jose, Costa Rica
- J Dunaway, Don Carlos, Jr.
Rio de Janeiro, Brazil
- J Durfee, Allison Brown
Providence, R. I.
- s Duvoisin, Peter Marc
Clearwater Beach, Fla.
- s Earle, Henry, 3d
Grosse Pointe, Mich.
- s Edson, Thomas Hart
Greenwich, Conn.
- s Eliassen, John David
Johnson City, Tenn.
- J Ellis, William Whit
Oberlin, Ohio
- U Elsas, Louis Jacob, 2d
Atlanta, Ga.
- s Elwell, David Henry
Cedarhurst, L. I., N. Y.
- J Erickson, John Allen
Mitchell Air Force Base, N. Y.
- U Faber, Roderick Mason
Chagrin Falls, Ohio
- U Fagan, Charles Aloysius, 3d
Pittsburgh, Pa.
- L Faigel, Martin Joseph
Lawrence
- J Faillace, George Anthony
Barranquilla, Colombia, S. A.
- U Faison, Dampsey West, Jr.
Hato Rey, Puerto Rico
- U Fang, George Wei-ming
Cambridge
- L Faurot, Allen Reed
Hinsdale, Ill.
- U Faurot, Charles Henry
Hinsdale, Ill.
- U Feick, Mead Mather
Washington, D. C.
- U Feldman, Robert Alan
Forest Hills, N. Y.
- s Felton, Frederic Luther, Jr.
Wellesley Hills
- s Fenton, Frederick Arthur
San Bernardino, Calif.
- L Ferguson, Robert Harry Munro
New York, N. Y.
- U Fisk, John Robinson
Rockville, Conn.
- U Fitzgerald, John Russell
Troy, N. Y.
- J Fitzgerald, Robert Bruce
Melrose
- s Fletcher, Robert Church
Baltimore, Md.
- L Flynn, Gerrish Cecil
Concord, N. H.
- U Foote, Jonathan Lipe
Englewood, N. J.
- s Fornstad, Bengt Folke
Stockholm, Sweden
- L Fournier, Emile Haffner
Lawrence
- U Frampton, Hollis William, Jr.
Cleveland, Ohio
- J Frank, William Timothy
Armonk, N. Y.
- J Fred, Peter Brant
Lebanon, Ohio
- U Fritsch, William Robert, Jr.
Louisville, Ky.
- J Frost, Nicholas Pepperell
Greenwich, Conn.
- J Fuller, James Robert
Andover
- L Fuller, Samuel Pirie
Andover
- s Fullerton, Reginald Humphrey, Jr.
New York, N. Y.

PHILLIPS ACADEMY

- s Gale, James Lyman
Concord
- u Galligan, David Allan
Garrison-on-Hudson, N. Y.
- J Gallop, Richard Charles
Great Neck, N. Y.
- s Gamble, Theodore Roosevelt, Jr.
Portland, Ore.
- u Gane, Leon Cummings
Darien, Conn.
- L Ganson, John Paine
Weston
- s Gaskin, Michael Anthony
Grosse Pointe Woods, Mich.
- u Germain, James Bernie
Framingham
- u Gerschefski, Peter Edwin
Berkeley, Calif.
- s Gibson, Seth
Belmont
- J Gilman, Frederick Martin
Oakhurst, N. J.
- s Gilman, Paul Crosby
Miami Beach, Fla.
- s Girdler, Reynolds, Jr.
Old Greenwich, Conn.
- s Glazerman, Michael Jay
Andover
- u Glendinning, David Cross
Andover
- s Golden, John Richard
Medford
- s Goldman, Edmund Francis
Little Rock, Ark.
- u Gonnella, Louis Joseph
Waban
- s Gonzalez, Ricardo Alberto
Santurce, Puerto Rico
- u Goodman, David Potter
Philadelphia, Pa.
- u Goodman, Joseph Wilfred
Needham
- J Goodyear, John, Jr.
Washington, D. C.
- L Gordon, Mark Aitken
Hazardville, Conn.
- s Goss, Eliot Porter
Seekonk
- L Gould, Robert David
Granby, Colo.
- u Graf, John Adam
Manchester, N. H.
- L Greco, Daniel Patsy
North Andover
- u Greene, Donald Thorpe
Aruba, N. W. I.
- s Greene, Lancaster Bradford
New York, N. Y.
- s Groel, Berdine
West Orange, N. J.
- s Guggenheim, Frederick Gibson
Washington, D. C.
- s Guthrie, Randolph Hobson, Jr.
Mountain Lakes, N. J.
- L Haartz, David Winsor
Andover
- s Haas, William Gordon
Long Beach, N. Y.
- J Hagan, Philip James
Lawrence
- s Haight, Courtenay Hoge
Stamford, Conn.
- L Hale, Thomas
Slingerlands, N. Y.
- u Halford, Frank Atherton
Honolulu, T. H.
- u Hall, John Wheelock
Wellesley Hills
- u Hall, Richard Graham
New London, Conn.
- s Halstead, Lauro de Bosis Storm
White Plains, N. Y.
- L Halsted, Stevens
Pasadena, Calif.
- s Hammond, Christopher Weymouth
Tucson, Ariz.
- u Hammond, Henry Hedge
Cambridge
- s Hannon, Daniel George
Elmhurst, L. I., N. Y.
- u Hardy, Roger Bruce
Detroit, Mich.
- s Harpel, Peter Cahners
Bangor, Maine
- u Harris, Robert Woodman
Greenwich, Conn.
- L Harrison, David Clark
Pittsburgh, Pa.

PHILLIPS ACADEMY

- J Hartman, Jan Alfred S.
Columbus, Ohio
- U Harvey, Thomas Henry, Jr.
Paris, France
- s Hatch, Alden Denison
Cedarhurst, L. I., N. Y.
- s Hayes, David Force
Melrose
- s Heimer, Randers Halvard
Amityville, L. I., N. Y.
- J Hein, Orrin Melville Clark
Garden City, L. I., N. Y.
- U Heitmann, Theodore Colby
Scarsdale, N. Y.
- U Helgesen, Peter Erling
Rehoboth
- L Helliwell, Charles Harold, Jr.
Dover, N. J.
- U Henrick, Francis Cormier
Andover
- U Henry, Neil Wylie
North Andover
- J Henry, William Abbott
Weston
- J Herrey, Julian Dorothea
Flushing, L. I., N. Y.
- J Herrick, Peter Pennington
Manchester
- U Hickox, John Barker
Glen Head, L. I., N. Y.
- U High, Jack Lewis, Jr.
Luray, Va.
- J Hildes-Heim, Norman Erik
Fairfield, Conn.
- L Hillman, Tatnall Lea
Pittsburgh, Pa.
- L Hilton, Anthony
Weld, Maine
- J Hinish, James Edwin, Jr.
New Castle, Pa.
- J Hoadley, Silas
Washington, Conn.
- J Hoag, Anthony, Phillips
Darien, Conn.
- s Hoffman, Carl Franklin, Jr.
Baltimore, Md.
- U Hogen, Timothy Ladd
Chappaqua, N. Y.
- s Holmes, Henry Evertson Cobb
Hampton, Conn.
- s Holmes, John Russell, Jr.
San Mateo, Calif.
- J Hoopes, George Alban
Oneonta, N. Y.
- J Hopkins, Edwin Arnley
Chatham
- s Hosch, John Harrison, 3d
Greenwich, Conn.
- L Houley, William Purcell
Rochester, N. Y.
- s Houston, Thomas Thomson
Pawtucket, R. I.
- L Howells, Lloyd Thomas, Jr.
Andover
- U Hudner, Philip Brown
Fall River
- U Hufstader, Peter Hugh
New York, N. Y.
- J Hughes, Ralph Wellington, Jr.
Nahant
- s Hull, Paul Joseph
Brockton
- U Hunting, Stanley Maro
Rochester, N. Y.
- L Hutton, James Draper
Dover
- J Huxley, William Pittman, Jr.
West Hartford, Conn.
- s Ingalls, Edward Caddell
Scarsdale, N. Y.
- L Ingram, Donald Allan
Neponset, L. I., N. Y.
- L Innes, Robert Bruce
Andover
- J Irish, Robert Bridgman
New York, N. Y.
- s Jackson, Schuyler
Stockton, N. J.
- s Janssen, Thomas Bennett
Bronxville, N. Y.
- s Janssen, Webster Elliott
Bronxville, N. Y.
- J Janus, André Roger Guy
Ipswich
- U Janus, Nicholas Paul
Ipswich
- U Jaquith, Peter Comey
Clinton

PHILLIPS ACADEMY

- L Jenkins, Armistead Dobie
Tuscaloosa, Ala.
- U Jenkins, Peter Pineo, Jr.
Schenectady, N. Y.
- s Jenness, David Arthur
Williamstown
- U Johnson, Colin Lamont
Wellesley Hills
- L Johnson, John William
Pelham, N. Y.
- L Johnston, Robert Clare
New York, N. Y.
- L Jones, Gerard Evans
Greenwich, Conn.
- L Jones, Maitland, Jr.
Bedford, N. Y.
- U Jones, Stratford Covert, 2d
Avon, Conn.
- s Joseph, William Henry
New York, N. Y.
- s Juthe, Stanley Norman, Jr.
East Wolfboro, N. H.
- s Kain, Richard Yerkes
Louisville, Ky.
- J Kamens, David Hunt
Salamanca, N. Y.
- s Kaplan, David Michael
Brookline
- J Karle, Jay Willard
Woburn
- L Karle, Robert Faulkner
Woburn
- s Kase, James Philip
Cleveland, Ohio
- s Kaufmann, Frederick William, 3d
New York, N. Y.
- L Kaye, Stephen Chapin
Jericho, N. Y.
- U Keaney, Paul John
Andover
- s Keith, John Ingalls
Kansas City, Mo.
- U Kelleher, Mark David
Haverhill
- L Kelly, Arthur Lloyd
Chicago, Ill.
- J Kelly, Thomas Jervey
Topeka, Kans.
- L Kennedy, Samuel Van Dyke, 3d
Auburn, N. Y.
- J Keyes, Langley Carleton, Jr.
Winchester
- s Keyworth, Robert Allen, Jr.
Gardner
- U Kidd, Barron Ulmer
Dallas, Texas
- s Kimball, C. Frayer, Jr.
Baton Rouge, La.
- L Kirchner, Edward
New York, N. Y.
- s Kist, Florentius Willem
The Hague, Holland
- J Kitchel, Douglas Binney, Jr.
Passumpsic, Vt.
- U Knight, David Haroth
Ipswich
- L Knights, Peter Roger
Reading
- J Knipe, Peter Rolin
Muncie, Ind.
- J Knupp, James Frederick
Peoria Heights, Ill.
- U Koerting, Richard Julius
Elkhart, Ind.
- s Kohler, John Michael, Jr.
Kohler, Wisc.
- L Kohler, Robert Eugene, Jr.
Kohler, Wisc.
- U Kohr, John Casper
Maple Heights, Ohio
- J Kolofolias, John Elias
Lowell
- s Korschun, Alan Miller
Goldsboro, N. C.
- U Kramer, Philip Joseph
Binghamton, N. Y.
- L Krasker, Richard Davis
Chestnut Hill
- U Krass, Alfred Charles
Lynbrook, L. I., N. Y.
- s Lamontagne, Raymond Albert
Manchester, N. H.
- s Lamprakis, John James
Watertown
- U Lancaster, John Lynch, 3d
Dallas, Texas

PHILLIPS ACADEMY

- J Lane, Harry Gibson
Oakham
- J Lange, Karl William
Lexington, Ky.
- s Lanouette, Joseph Edward Adolph
Sao Paulo, Brazil
- J Lanouette, Robert Paul
Sao Paulo, Brazil
- J Larson, Clayton Elmore, Jr.
Westport, Conn.
- J Latham, Ernest Hargreaves, Jr.
Lowell
- L Lauve, Donald Lauriston
Wilmington, Del.
- L Lawrence, Thomas Hoel, 3d
Kansas City, Mo.
- U Lazarus, Richard Stuart
Brockton
- U Leavitt, Alan Joel
Hanover, Pa.
- U Lees, Charles William
Chatham
- L Leet, Jaren Forest
Upper Montclair, N. J.
- s LeFavour, Bruce
Amsterdam, N. Y.
- J LeRoy, Edward Otis
Simsbury, Conn.
- U LeRoy, Newbold, 3d
Simsbury, Conn.
- U Levin, Charles Richard
Newton
- U Lewis, Laurence Roger
Andover
- L Lewis, Perry Jay
San Antonio, Texas
- L Liles, James Edgar
Luray, Va.
- L Littell, Robert Stuart, Jr.
Madison, Conn.
- L Longley, Henry Nathaniel, Jr.
Scarsdale, N. Y.
- L Loosigian, Allan Malcolm
Andover
- s Lopez, Tony Yates
Los Angeles, Calif.
- J Lorenz, James Douglas, Jr.
Dayton, Ohio
- s Lovejoy, Bradford
Greens Farms, Conn.
- L Ludlum, Michael Carland
Montclair, N. J.
- s Lumpkin, Richard Anthony
Mattoon, Ill.
- J McBride, John Paul
Lake Forest, Ill.
- J McCall, Marsh Howard, Jr.
New York, N. Y.
- U McClellan, Anthony Brill
Woodstock, Conn.
- s McCorvie, John Neal
Peoria, Ill.
- L MacDonald, Herbert Stanley, Jr.
North Haven, Conn.
- J McDonough, John Alfred
Fall River
- U McDowell, Jay Hortenstine
Cincinnati, Ohio
- U McGourty, Andrew Frederick
Stamford, Conn.
- U McKamy, Kent Coldwell
Greenwich, Conn.
- s MacKenzie, Robert Lawrence, Jr.
Dumont, N. J.
- U McKeon, Maury
Amherst
- U McKnight, Bruce Fabian
Jamestown, N. Y.
- U McMichael, John Coleman
Pittsburgh, Pa.
- U MacMillan, Hugh Frederick, Jr.
Roslyn Heights, N. Y.
- U McPhillips, Joseph Aloysius, 3d
Point Clear, Ala.
- L McQuiston, Robert Emerson
Washington, D. C.
- U MacWilliams, Kenneth Edward
Woburn
- L Maal, Eduardo
Barranquilla, Colombia, S. A.
- s Mackenzie, Gordon Campbell, Jr.
Summit, N. J.
- U Mackenzie, Guy David
Summit, N. J.
- s Maes, Robert Adamson, Jr.
Phoenixville, Pa.
- s Mahoney, Charles Augustus, Jr.
Woburn

PHILLIPS ACADEMY

- s Mahoney, Robert Taylor
Worcester
- s Mahony, Frederick Joseph, Jr.
West Newton
- u Malloy, Thomas McKevitt
Stamford, Conn.
- J Malone, John Williams
Andover
- L Manheim, Anthony Arthur
New York, N. Y.
- s Mann, Orville Hungerford, Jr.
Upper Nyack, N. Y.
- s Marden, John Newcomb
Scarsdale, N. Y.
- u Marlow, Derek Ward
Washington, D. C.
- J Marsh, Fred Chapin, 2d
Southport, Maine
- u Martin, William Owen, 3d
Atlanta, Ga.
- u Martineau, Theodore John
Oconto, Wisc.
- u Marzullo, Donald Craig
Brooklyn, N. Y.
- s Mason, John Lawrence Hogeboom, Jr.
Pulaski, N. Y.
- s Matalene, Henry William, 3d
New York, N. Y.
- u Maurhoff, William Howard
Croton Falls, N. Y.
- L Maxim, John Andrew, Jr.
Reading
- J Mayer, Timothy Andrew
Dalton, Pa.
- s Mellon, DeForest, Jr.
Shaker Heights, Ohio
- s Mesics, Joseph Callender
Lebanon, Pa.
- L Messier, Charles Henry Edgar
West Orange, N. J.
- L Metcalf, Peter Flint
Auburn, N. Y.
- s Mettler, Thomas Heffron, Jr.
West Nyack, N. Y.
- J Miles, William Smith, 3d
Peoria, Ill.
- L Miller, Alan Richard
Lawrence
- L Miller, David Michael
Tulsa, Okla.
- L Miller, Forrest MacGregor
Racine, Wisc.
- s Mills, Joshua Redmond
Lynn
- u Miner, Theodore Richardson, Jr.
Longmeadow
- s Mitchell, Philip Bates
Stafford Springs, Conn.
- u Mohr, Peter Chapman
Montgomery, Ala.
- L Mol, Adriaan
Hohokus, N. J.
- s Mol, Arthur
Hohokus, N. J.
- J Monahan, John Sherrill
Charlotte, N. C.
- L Moore, Davis Willett, Jr.
Denver, Colo.
- s Moore, Franklin Harkness, Jr.
St. Clair, Mich.
- J Moore, Frederick Salling
St. Clair, Mich.
- J Moore, Michael Crary
Denver, Colo.
- L Morgan, Sydney Howard
Charlotte, N. C.
- s Morse, Richard Lee
San Bernardino, Calif.
- J Morse, Samuel F. B., 3d
San Francisco, Calif.
- L Morton, David Lamb
Lowell
- s Motland, Randall Kent
Montclair, N. J.
- J Mueller, Foorman Lloyd, Jr.
Hinsdale, Ill.
- J Mulligan, Timothy Hayden
Dallas, Pa.
- L Murphy, Arthur William
Hingham
- J Murphy, Joel Arnold
River Edge, N. J.
- L Murtagh, Charles David
West Chester, Pa.
- J Nahum, Jeremy Phillip
New Haven, Conn.
- L Nauman, Larry Dean
Chicago, Ill.

PHILLIPS ACADEMY

- L Nauman, Michael Harley Kent
Albany, N. Y.
- U Neviaser, Robert Jon
Washington, D. C.
- U Neyman, Mark Arthur
Lowell
- s Nicolai, Emmet, Jr.
Santurce, Puerto Rico
- L Nordhaus, Robert Riggs
Albuquerque, N. M.
- s Norris, David Amherst
Rochester, N. Y.
- U Nurenberg, Donald Edward
São Paulo, Brazil
- L Oasis, Donald Richard
West Hartford, Conn.
- U Oberhauser, Charles John
Somerville
- U Oettinger, John Brownell
Scranton, Pa.
- L Ogden, Michael Manning
New Orleans, La.
- s Ogden, Stewart
Louisville, Ky.
- L Okie, Frederick William, Jr.
Sewickley, Pa.
- s Oliver, Raymond Davis
Lowell
- s Olsson, Dexter Arnold
Plymouth
- s Ornsteen, Robert Louis
Haverhill
- s Ostherr, Fritz, Jr.
North Andover
- s Otis, Webster
South Bend, Ind.
- L Page, David Nelson
Darien, Conn.
- L Palmer, John Emery, Jr.
Portland, Maine
- U Palumbo, Frank Ernest
New York, N. Y.
- J Paresky, David Saul
Bennington, Vt.
- J Parks, Benjamin Riley
McKeesport, Pa.
- s Parks, Clarence Carson
McKeesport, Pa.
- J Parks, Richard William
East Greenbush, N. Y.
- U Patrick, Gardner
Montevideo, Uruguay, S. A.
- s Patterson, David Seccomb
New York, N. Y.
- s Pearsall, Albert Washington, 3d
Lewiston, N. Y.
- J Pellegrino, Joseph Peter
Andover
- s Pelletreau, Robert Halsey, Jr.
Patchogue, N. Y.
- U Pendleton, Stevens Palmer
Montclair, N. J.
- s Perkins, Peter Honey
Baton Rouge, La.
- J Philbrick, James William, Jr.
Branford, Conn.
- s Phillips, John Pugh, Jr.
Hazleton, Pa.
- U Phillips, Nicholas Ackerman
Rochester, N. Y.
- U Pierce, Frank Ellis, 3d
Chicago, Ill.
- L Pille, Richard Hart
Newark, N. J.
- J Pitts, John Dennis
Red Bank, N. J.
- L Pitts, Robert Alan
Red Bank, N. J.
- s Poinier, John, Jr.
Short Hills, N. J.
- L Polgreen, John Aubrey, Jr.
Andover
- L Polk, Albert Ferdinand, Jr.
Dayton, Ohio
- J Polsby, Daniel Holt
Norwichtown, Conn.
- s Pooles, Robert Earle
Lawrence
- s Poppy, John Hugo
Landenberg, Pa.
- s Porter, Terence Lee
New Britain, Conn.
- L Posey, Marshall Lyne, Jr.
Short Hills, N. J.
- s Powell, Edward Warren
Bryan, Texas
- L Pratt, Anthony Barnes
Ridgefield, Conn.

PHILLIPS ACADEMY

- U Pratt, William Henry
Rochester, N. Y.
- L Price, Anthony Troth
Erie, Pa.
- J Price, Harry Steele, 3d
Dayton, Ohio
- s Riley, Robert Barber, Jr.
Charleston, W. Va.
- U Probert, Edward Whitford
South Orange, N. J.
- U Pruett, Kenneth Albert
Charlotte, N. C.
- s Purcell, Martin Alexander
Greenwich, Conn.
- U Purinton, William Curtis
Augusta, Maine
- U Pyle, Kenneth Birger
State College, Pa.
- U Pyle, Ransford Comstock
Cheshire, Conn.
- s Quint, Stephen Mark
Andover
- U Ralph, Stevens Edward
The Links, Ascot, Berkshire, England
- J Randolph, John Kemp
Poughkeepsie, N. Y.
- U Ranger, Joseph
Chestnut Hill
- J Ransom, Woodbury Seelye
Daytona Beach, Fla.
- s Ratte, John Edward
Lawrence
- s Ray, Charles, Jr.
Westerly, R. I.
- s Rayen, James Wilson
Larchmont, N. Y.
- J Rea, Samuel
Pittsburgh, Pa.
- s Redman, Charles Dana
Braintree
- s Reindel, George John, 3d
Detroit, Mich.
- s Repetto, Richard Edward
Belmont
- L Reppucci, Eugene Michael, Jr.
Medford
- L Rickenbaugh, Kent Leyman
Denver, Colo.
- s Ridgway, William Combs, 3d
Short Hills, N. J.
- s Riggs, Henry Earle, 2d
Hinsdale, Ill.
- s Riley, Edward Francis
Medway
- L Riley, Stuart Blackinton, Jr.
North Attleboro
- L Robertson, John Stephen
Deerfield, Ill.
- J Robinson, Gilbert Hill
Short Hills, N. J.
- s Robinson, Neal Adams
West Springfield
- J Roby, William Sterling, 3d
Rochester, N. Y.
- s Rodes, Thomas Moore
St. Louis, Mo.
- s Rodgers, Edward Clarence
Washington, D. C.
- s Roe, John Judson, 3d
Blue Point, N. Y.
- L Rogers, Robert Stockton, Jr.
Atlanta, Ga.
- L Roosevelt, Elliott, Jr.
Fort Worth, Texas
- s Root, Geoffrey Harrison
Charlotte, Vt.
- s Rosborough, Bruce White
Jacksonville, Fla.
- s Rose, Graham Sheldon
Mineola, N. Y.
- U Rose, Thomas Otto
Stamford, Conn.
- J Ross, John Robert
Poughkeepsie, N. Y.
- J Rossman, Richard Van Bergen
Dayton, Ohio
- L Rouse, Henry McCormick
New Hartford, N. Y.
- J Ruff, Charles Frederick Carson
New York, N. Y.
- U Ryan, Millard Kenneth, 3d
Madison, N. J.
- U Ryder, Donald Boyden
Middleboro
- L Rzewski, Frederic Anthony
Westfield

PHILLIPS ACADEMY

- U Sage, Henry Judson
Pleasantville, N. Y.
- L Sampson, Edward Thomas
Newburgh, N. Y.
- L Sandberg, Carl Treat
Wethersfield, Conn.
- U Sanderson, Kenneth Moller
Marion
- L Santaella, Luis Ramón
San Juan, Puerto Rico
- J Saunders, Alexander, Jr.
Garrison-on-Hudson, N. Y.
- U Sawyer, Charles Douglas, Jr.
Brooklyn, N. Y.
- s Sayad, William Yohannan, Jr.
Palm Beach, Fla.
- U Schaaff, Thomas Scranton
Springfield
- U Schliebus, Douglas Earl
Chelmsford
- U Schlosser, David Griswold
Erie, Pa.
- L Schulz, James Lawrence
Evanston, Ill.
- J Schulz, Robert Jay
Sunnyside, N. Y.
- s Schuyler, George Warren
Syracuse, N. Y.
- U Schwartz, Charles Ansin
Malden
- J Schwartzburg, Thomas Curtis, Jr.
Bedford, N. Y.
- L Scobie, Robert Peck
Newburgh, N. Y.
- s Scranton, John Gilmore
Harbor Beach, Mich.
- U Seager, Theodore Dwight, Jr.
Marshfield
- L Seal, Richard Alan
Melrose
- U Sears, Lawrence Berell
Brookline
- U Seeley, William Parker, Jr.
Bridgeport, Conn.
- s Seery, Francis Thomas, Jr.
Arlington
- s Segal, Michael Edward
Lawrence
- s Seitz, James Roy, Jr.
Wichita Falls, Texas
- U Semple, Robert Baylor, Jr.
Grosse Pointe, Mich.
- s Setti, Leon Augustus
Watertown
- U Sgarzi, Louis Albert
Plymouth
- s Shaff, Howard Slocum
Bridgeport, Conn.
- s Shapiro, Donald Lewis
Great Neck, N. Y.
- U Shapiro, George Howard
Atlanta, Ga.
- s Sharp, George Kendall
Chicago, Ill.
- s Sharp, Joel Herbert, Jr.
Salem, Ohio
- L Shaver, Russell Davis, 2d
Garden City, N. Y.
- s Shaw, Joseph Winterbotham
Chicago, Ill.
- L Shinn, Allen Mayhew, Jr.
Washington, D. C.
- s Shoop, Arnold Cundy, Jr.
Harrison, N. Y.
- U Shyavitz, Joel Richard
Lowell
- J Sigal, Richard Land
West Hartford, Conn.
- U Sigal, Robert Elihu
West Hartford Conn.
- U Smith, Charles Morton, 3d
New Orleans, La.
- s Smith, Dana Paul
Marblehead
- U Smith, Duncan Campbell
Marblehead
- s Smith, Edmund Chetwynd
Marblehead
- L Smith, George Bundy
Washington, D. C.
- J Smith, Paul William, Jr.
Andover
- U Smith, Richard Bell
Buzzards Bay
- L Smith, Richard Newell
Marblehead
- U Smith, Samuel Wood
Summit, N. J.
- L Smith, William Leslie
Bloomfield, Conn.

PHILLIPS ACADEMY

- s Snider, Irving John, 2d
Detroit, Mich.
- s Snyder, Alvin Daniel, 3d
Hazleton, Pa.
- s Snyder, Gerard Loomis
Ponca City, Okla.
- J Snyder, Stephen Frederick
Old Westbury, N. Y.
- s Southwick, George Orvin
Beverly
- u Sox, Edward Ellis, Jr.
Albany, Ore.
- s Speer, John Strohn, 3d
St. Mary's, Pa.
- u Spencer, James Alexander Erskine
Oxford, Ohio
- J Sprigg, Carroll
Dayton, Ohio
- s Springall, Thomas Latimer
Malden
- u Starratt, Richard Courtney
Milton
- s Stearns, Henry Allen
Toronto, Ont., Canada
- L Steinberg, David Joel
New York, N. Y.
- u Stella, Frank Philip
Malden
- u Stern, Jeffrey L.
Chicago, Ill.
- s Stevens, Charles Edward
Hammondsport, N. Y.
- u Stevens, Peter Boardman
Albany, N. Y.
- s Stevenson, Robert Thomas, Jr.
Buzzards Bay
- L Stewart, Scott, 3d
Pittsford, N. Y.
- J Stoker, Ronald Elmer
Staten Island, N. Y.
- L Storms, Thomas William
Wethersfield, Conn.
- u Stott, Peter
New York, N. Y.
- u Stout, Merrell Langdon, Jr.
Baltimore, Md.
- s Strobe, Robert Leland, 3d
Topsfield
- u Stubenbord, William Tennant
New York, N. Y.
- L Suisman, John Robert
West Hartford, Conn.
- u Sullivan, John Andrew, Jr.
Lowell
- J Sullivan, John Mulloy, Jr.
Topsfield
- s Sullivan, Robert Eugene
Lebanon, Conn.
- J Sutherland, Alexander Charles
Amagansett, L. I., N. Y.
- J Sutton, Edmund Hollis
Rockford, Ill.
- u Swenson, Jon Malcolm
Concord, N. H.
- L Swift, Geoffrey Russell
Hingham
- J Tarlov, Edward Carroll
New York, N. Y.
- J Taylor, James Charles
Montrose, N. Y.
- u Taylor, Peter Thurston
Worcester
- u Thompson, James Franklin
Melrose
- s Thompson, Josiah Donald, Jr.
East Liverpool, Ohio
- J Timken, William Robert, Jr.
Canton, Ohio
- L Tirana, Bardyle Walling
Washington, D. C.
- s Tirana, Turhan Walling
Washington, D. C.
- L Tobin, Wallace Emmett, 3d
Vineyard Haven
- J Tomlinson, David Charles
Andover
- u Tuck, William Merrell
Syracuse, N. Y.
- s Tucker, James Shelby, Jr.
Pass Christian, Miss.
- s Turner, Philip Ambrose
Key West, Fla.
- s Turner, Richard Borden
Fall River
- J Tuttle, Richard Pomeroy
Syracuse, N. Y.
- u Twaddle, James McQuesten
Fall River

PHILLIPS ACADEMY

- U Tyler, William Sloan
South Easton
- U Ullman, William Alexander
New York, N. Y.
- U Underwood, David Milton
Houston, Texas
- U Unobskey, Sidney Roy
Calais, Maine
- L Upton, John Sprague
South Dartmouth
- U Vail, Robert Frazer, Jr.
Canton, Ohio
- U Valencia, Hector Aguilar
Los Angeles, Calif.
- L Van Raalte, Peter
Lawrence, L. I., N. Y.
- s Vaughan, Robert Elliot
Andover
- s Verville, Robert Norman
Holyoke
- s Vestner, Eliot Noble, Jr.
New Rochelle, N. Y.
- L Vinciguerra, Salvatore Joseph Fred
Methuen
- s VonMolnár, Stephan
New York, N. Y.
- s Von Wulffen, Gunter-Levin
Oberbayern, Germany
- s Wadsworth, Randolph Lincoln, Jr.
Fort Thomas, Ky.
- J Walling, Lewis Metcalfe, Jr.
Ridgefield, Conn.
- s Walworth, William McAlpine, Jr.
East Lansing, Mich.
- s Wardenburg, Frederic A. C., IV
Wilmington, Del.
- U Warner, Cameron Duncan
La Canada, Calif.
- s Watson, Charles Gray
Carnegie, Pa.
- s Watson, John Deering
Steubenville, Ohio
- J Watters, Robert Alexander, Jr.
Andover
- s Wattles, Gurdon Bayne
New Vernon, N. J.
- L Weaver, Elbert Kelsey
Andover
- U Webb, Gordon Ellsworth
Staten Island, N. Y.
- s Weber, Francis Cleary
Buffalo, N. Y.
- L Weisbuch, Jonathan Berman
Great Neck, N. Y.
- L West, Michael Davidson
Red Bank, N. J.
- s Wettergreen, Conrad Jacques
Wakefield
- U Whipple, Oliver Mayhew, Jr.
Darien, Conn.
- U Whitcomb, Roger Pitt
Waverly, Pa.
- U White, David Anthony
Rutland, Vt.
- L Whitehouse, Michael Kraft
Hackettstown, N. J.
- J Whitmore, Robert Stafford
Bath, N. Y.
- U Whittall, Herbert Vreeland
Nassau, Bahamas, B. W. I.
- L Whittlesey, Willis Savage, 3d
West Hartford, Conn.
- s Wiegand, William Green, Jr.
Pass Christian, Miss.
- s Wiese, Peter Christian Otis Lee
Yorktown Heights, N. Y.
- s Williams, Frederic Houston, Jr.
Westhampton Beach, N. Y.
- U Wilson, Stephen Child
Lawrence, L. I., N. Y.
- U Wilson, William James
Larchmont, N. Y.
- J Wolff, Anthony
New York, N. Y.
- U Wolff, Peter
New York, N. Y.
- s Wood, Michael Newbold
Whitemarsh, Pa.
- U Woodhead, Daniel, 3d
Winnetka, Ill.
- U Woods, Bradford Phillip
Edgewood, R. I.
- L Woods, Richard Manuel
Greenwich, Conn.
- L Woodward, Herbert Page
Reading

PHILLIPS ACADEMY

J Wozmak, James Martin
Jaffrey, N. H.
 s Wright, Norton Washburn
Gates Mills, Ohio

s Young, Herbert Lee
Amsterdam, N. Y.
 s Young, Thomas Davis
Norfolk, Va.

s Yuan, Frank Lu
Taipeh, Formosa

u Zarem, Robert Myron
Savannah, Ga.
 u Zollner, Philip Alexander
Tuckahoe, N. Y.
 L Zug, Charles Gordon, 3d
Sewickley, Pa.

CLASSIFICATION

Seniors	241
Upper Middlers	214
Lower Middlers	163
Juniors	121
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	739

PHILLIPS ACADEMY

ALUMNI REPRESENTATIVES

NEW ENGLAND

BOSTON AREA

Horace W. Cole, '22, Newton
Nathaniel T. Clark, '30, Dover
Mortimer A. Seabury, '05, Boston
Ernest F. Stockwell, '16, Cambridge
John O. Stubbs, '17, Westwood
Augustus Thorndike, 3rd, '37, Medfield
J. Mattocks White, '22, Beverly

CONNECTICUT

Bradford Boardman, '20, Greenfield Hill
Prescott S. Bush, Jr., '40, Greenwich
William C. Keator, Jr., '24, Fairfield
William Reeves, '25, Bridgeport
H. Carl Sandberg, '26, Wethersfield
William P. Seeley, '09, Bridgeport
Oliver M. Whipple, '19, Darien
Arthur C. Williams, '39, Fairfield

EAST (EXCEPT NEW ENGLAND)

NEW JERSEY

Raymond P. Foote, '19, Englewood
Charles W. Littlefield, '99, Montclair
Robert U. Redpath, '24, South Orange

BUFFALO

E. Barton Chapin, Jr., '36
James O. Moore, Jr., '28
Harold P. Rich, '25

LONG ISLAND

Ray A. Graham, '33, Glen Head
Louis F. Kemp, '25, Great Neck
Frederick J. Leary, Jr., '33, Garden City
Burton C. Lee, '25, Roslyn

NEW YORK CITY

Paul Abbott, '16
Bromwell Ault, '18
Peter Capra, '22

Charles L. Gage, '21
Chauncy B. Garver, '04
Benjamin A. Hammer, '43
Broderick Haskell, '18

WESTCHESTER COUNTY

Charles W. Carl, '10, Mt. Vernon
Harvey M. Kelsey, Jr., '41, Rye
Charles R. Marshall, '12, Scarsdale

ROCHESTER

Donald L. Bartlett, Jr., '32
John H. Castle, Jr., '34
Samuel P. Connor, '24
Martin H. Donohoe, '31
Sherwood W. Smith, '26
Arthur R. Stebbins, '30

SYRACUSE

Franklin I. Greene, '21
Harold Stone, '98

PITTSBURGH

J. Kennedy Beeson, '25
Maurice D. Cooper, '06
David E. Gile, '40
Edward O'Neil II, '27
Lucius W. Robinson, Jr. '13

SOUTH

ATLANTA

Frank F. Ford, '32

LOUISVILLE

Samuel S. Caldwell, Jr., '29

NEW ORLEANS

C. Horton Smith, II, '28

CHARLOTTE, N. C.

Howard Snow, '21

PHILLIPS ACADEMY

MIDWEST

CLEVELAND

Edward T. Bartlett, '25
John W. Dixon, '24
Dan R. Hannah, Jr., '13
James R. Stewart, '27

CINCINNATI

Henry W. Hobson, '10
Fletcher E. Nyce, '26

CHICAGO

William T. Bacon, '02
Gardner Brown, '24
H. Templeton Brown, '19
W. Newton Burdick, '35
Robert A. Gardner, '08
Stephen Y. Hord, '17

DETROIT

J. Burgess Book, '30
A. C. Ledyard, '20
Russell H. Lucas, '12
W. Dean Robinson, '17

DULUTH

Burt C. Hubbard, '09
Robert S. Mars, '15
C. Douglas Walker, '18

INDIANAPOLIS

Robert B. Failey, '34
David Moxley, '42

MILWAUKEE

James G. Goodwillie, '27
John F. Uihlein, '33

MINNESOTA

Springer H. Brooks, '08, St. Paul
John H. MacMillan, '12, Wayzata
A. Lachlan Reed, '35, Crystal Bay
Wheelock Whitney, '13, St. Cloud
Wheelock Whitney, Jr., '44, Wayzata

ST. LOUIS

Wilbur B. Jones, '05
Lovett C. Peters, '32

John Shepley, '42
Edward C. Simmons, II, '25
Ira E. Wight, Jr., '20

KANSAS CITY

Louis H. Ehrlich, Jr., '26
Edward Keith, '16
Thomas H. Lawrence, Jr., '31
Richard H. Sears, '20
Bernard L. Thompson, '26
Mason L. Thompson, '18

SOUTHWEST

TUCSON

Keith S. Brown, '31

OKLAHOMA

Reginald D. Barnes, '32, Tulsa
J. W. R. Crawford, Jr., '14, Tulsa
John H. Edwards, '22, Oklahoma City
Carl M. Elkan, '35, Bartlesville
Charles F. Hewett, '14, Tulsa

DALLAS

Wirt Davis, 2nd, '37
William F. Neale, Jr., '44
Harold F. Volk, '13

FORT WORTH

Benedict E. Thompson, '13
Beverly V. Thompson, '13
George Thompson, Jr., '09

HOUSTON

Walter Bradley, '24
Ford Hubbard, '20
William A. Kirkland, '15
Robert U. Parish, '43

ROCKY MOUNTAIN REGION

DENVER

Frederic A. Adams, '08
Richard M. Davis, '29
Floyd K. Haskell, '33

PHILLIPS ACADEMY

John F. Malo, '40
John C. Mitchell, 3rd, '34
J. Quigg Newton, '29

COLORADO SPRINGS

Clement M. Brown, '10
Philip P. Stewart, '82

FAR WEST

LOS ANGELES AREA

William T. Adams, '28
Frederic S. Bale, '02
Mancel T. Clark, Jr., '28
Edwin T. Thompson, '24
Willis E. Urick, '34
Edward S. Washburn, '33

SAN FRANCISCO AREA

Charles E. Christenson, '25
William H. Keesling, '30
Samuel F. B. Morse, '03

OREGON

PORTLAND

H. James Caulkins, '40
Edmund S. Hayes, '14
Roland W. Mersereau, '01
Charles H. Watzek, '06

SEATTLE

Hugh P. Brady, '10
Henry A. Colver, '09
Pendleton Miller, '28

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CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

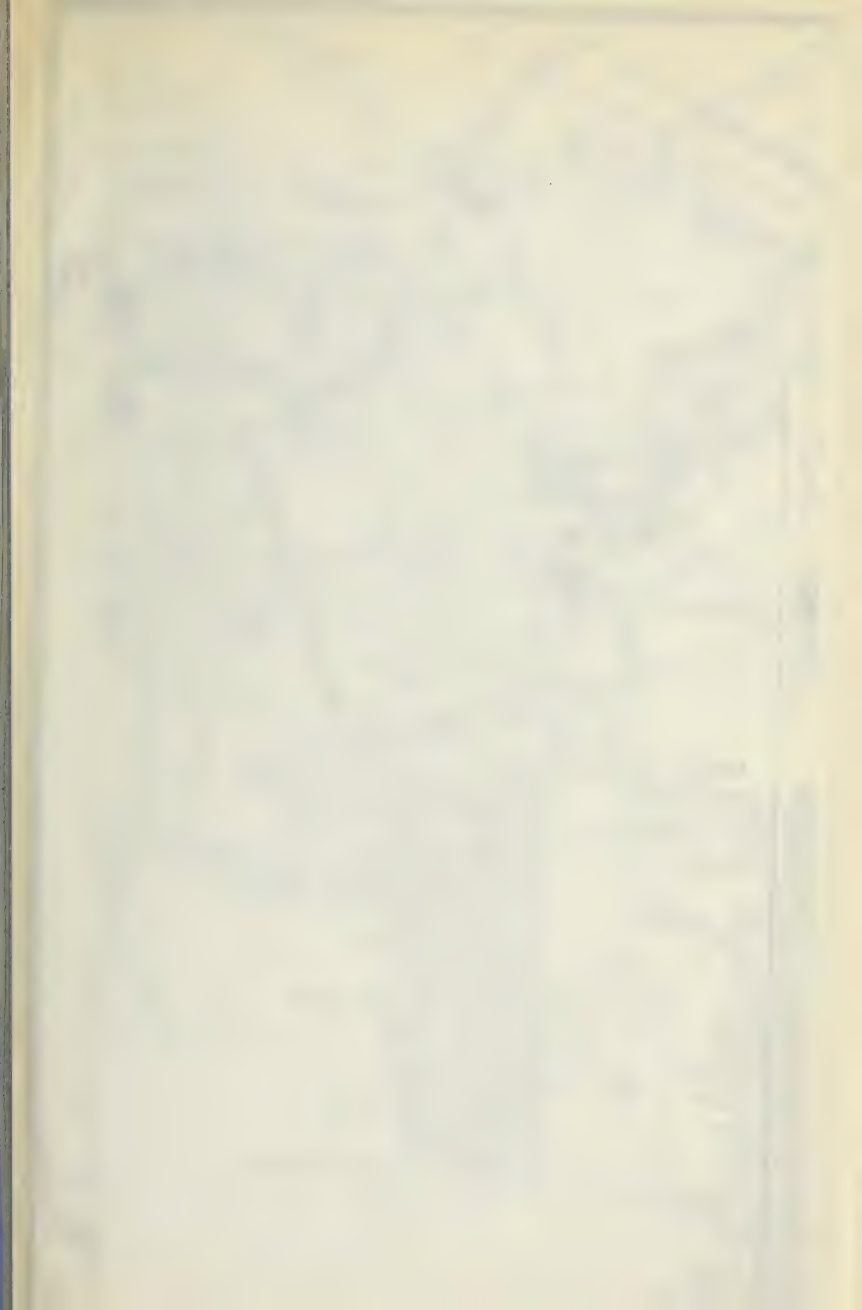
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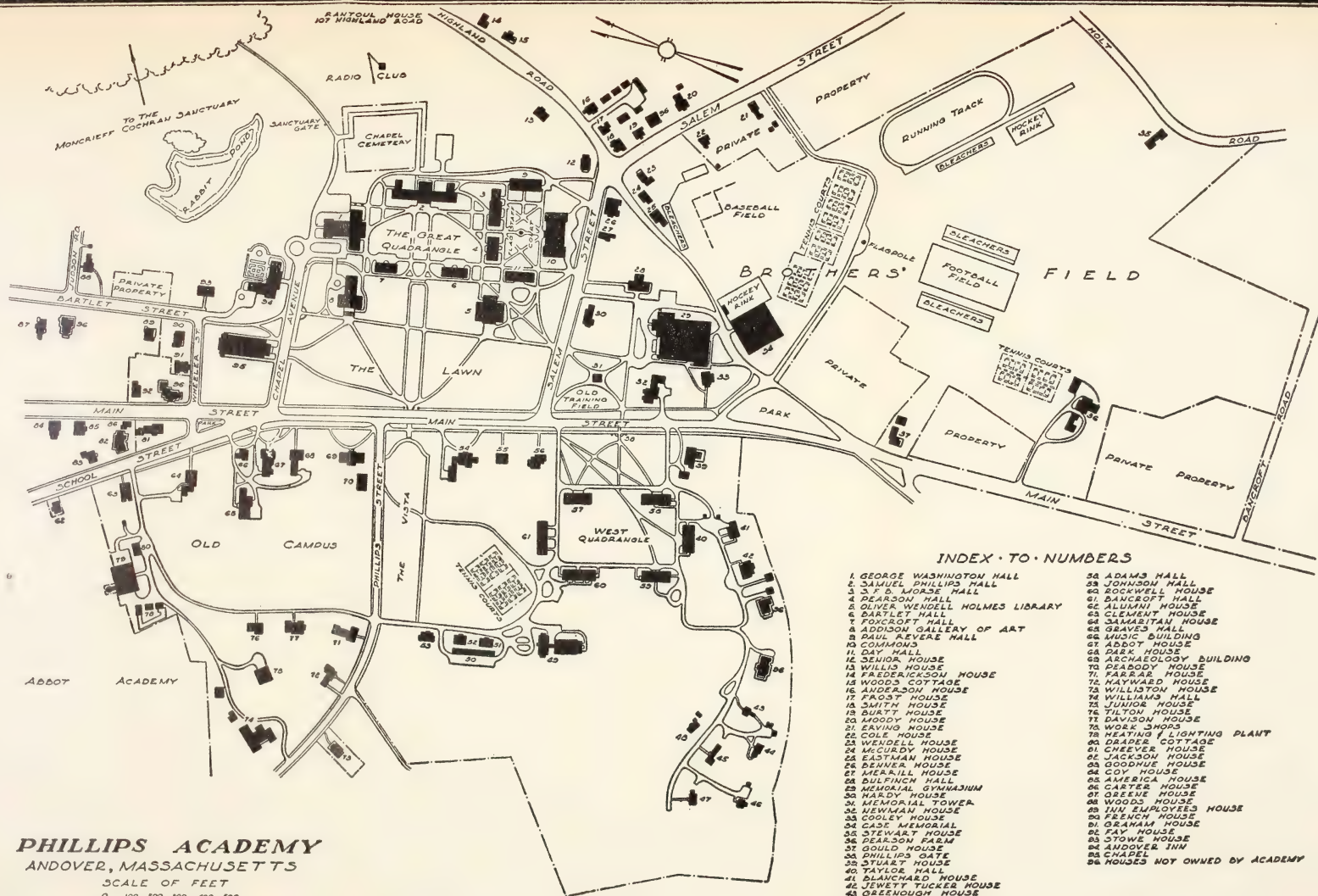


Year

Published by Phillips Academy, Andover, Massachusetts







PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS

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REVISED OCTOBER 1955
CLINTON F. GOODWIN, ARCHT. & ENG.
HAVERHILL, MASS.

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Andover, Massachusetts

ONE HUNDRED AND SEVENTY-SIXTH YEAR



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CALENDAR

1954

Second term begins.....8.15 P.M., Wednesday, Jan. 6
Second term ends.....Friday, March 12

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Wednesday, March 31
School entrance examinations in Andover
and New York City.....Friday and Saturday, May 7 and 8
Recitations close.....Thursday, June 10
Commencement.....Sunday, June 13
Third term ends.....Sunday, June 13

SUMMER VACATION—14 weeks

Summer session begins.....Tuesday, June 29
Summer session ends.....Wednesday, August 25
Rooms ready for occupancy.....10 A.M., Monday, Sept. 20
Information about registering for the fall term will be sent to
all students during the summer.
First term ends.....Thursday, Dec. 16

CHRISTMAS RECESS—20 days

1955

Second term begins.....8.15 P.M., Wednesday, Jan. 5
Second term ends.....Friday, March 11

SPRING RECESS—19 days

Third term begins.....8.15 P.M., Wednesday, March 30
Recitations close.....Thursday, June 9
Commencement.....Sunday, June 12
Third term ends.....Sunday, June 12

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1837—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933—1948
JOHN M. KEMPER, A.M., L.H.D.	1948—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, A.M., L.H.D., Litt.D. ANDOVER
Elected 1948

TREASURER

ABBOT STEVENS '07, A.B. NORTH ANDOVER
Elected 1935, Treasurer since 1949

PHILIP LORING REED '02 DEDHAM
Elected 1933

FRANCIS ABBOT GOODHUE '02, A.B.
Elected 1935 HEWLETT, L. I., N. Y.

ROBERT ABBE GARDNER '08, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D.,
D.Sc., LL.D.
Elected 1942 WILLIAMSTOWN

LINDSAY BRADFORD '10, LL.D. NEW YORK, N. Y.
Elected 1943

CHAUNCEY BREWSTER GARVER '04, A.B.
Elected 1947 NEW YORK, N. Y.

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.
Elected 1948

PHILLIPS ACADEMY

CHARLES STAFFORD GAGE '21, S.M. NEW YORK, N. Y.
Elected 1952

ROBERT MERRIMAN KIMBALL '29, S.B. WABAN
Elected 1952

ALUMNI TRUSTEES

JOHN KENNEDY BEESON '25, S.B. PITTSBURGH, PA.
Elected 1952 for three years

SUMNER SMITH '08, A.B. LINCOLN
Elected 1952 for two years

REGINALD HAMMERICK SMITHWICK '17, M.D.
Elected 1953 for three years MARBLEHEAD NECK

PAUL ABBOTT '16 NEW YORK, N. Y.
Ex-Officio for one year as President of the
Alumni Association

PHILLIPS ACADEMY

ADMINISTRATION

All correspondence with members of the Administration should be addressed to them at their offices in George Washington Hall.

Office hours: Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

JOHN MASON KEMPER, A.M., L.H.D., LITT.D. 189 Main Street
Headmaster Elected 1948

M. LAWRENCE SHIELDS, A.B. 210 Main Street
Secretary of the Academy Appointed 1923

ALAN ROGERS BLACKMER, A.M. 215 Main Street
Director of Studies, Instructor in English on the Jonathan French Foundation Appointed 1925

GEORGE GRENVILLE BENEDICT, A.M. 80 Bartlet Street
Dean of Students 1930-32, re-appointed 1933

JAMES RUTHVEN ADRIANCE, A.B. 6 School Street
Director of Admissions Appointed 1934

STEPHEN WHITNEY, A.M. Taylor Hall
Director of the Summer Session, Instructor in French Appointed 1936

ROBERT WHITTEMORE SIDES, A.B. Hidden Field
Admissions Officer, Instructor in Mathematics Appointed 1938

ALEXANDER DUNNETT GIBSON, A.M. 49 Highland Road
Director of the Bureau of Self-Help, Instructor in French Appointed 1944

WILLIAM RUSSELL BENNETT, JR., A.B. 36 Salem Street
Assistant Dean of Students, Excusing Officer Appointed 1950

PHILLIPS ACADEMY

ALEXANDRE GRAHAM LAW, M.D. <i>School Physician</i>	107 Highland Road Appointed 1950
HENRY WARING SCHERESCHEWSKY, A.B. <i>Comptroller</i>	141 Main Street Appointed 1951
FREDERIC ANNESS STOTT, A.B. <i>Assistant Secretary of the Academy, Director of Public Relations</i>	34 Salem Street Appointed 1951
WALTER GEORGE GREENALL, JR., A.B. <i>Bursar</i>	Lexington Appointed 1953

PHILLIPS ACADEMY

EMERITI

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D.
Headmaster Emeritus, 1933-1948 Chestnut Hill
Instructor in English, 1908-1933

FREDERICK EDWIN NEWTON, Ph.B. West Hartford, Conn.
Instructor in Mathematics, Emeritus 1895-1939

FRANK O'BRIEN, A.B. Andover
Instructor in English, Emeritus 1910-1942

GEORGE FRANKLIN FRENCH, A.M. Andover
Instructor in French, Emeritus 1907-1944

LESTER EDWARD LYNDE, A.M. Andover
Dean, Emeritus 1901-1944

ROY EVERETT SPENCER, A.B. Marin, Canton, Neuchâtel, Switzerland
Instructor in English, Emeritus 1917-1944

CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D. Philadelphia, Pa.
Instructor in Music and Philosophy, Emeritus 1912-1947

FREDERIC WILLIAM HEATON STOTT, A.B. Andover
Instructor in English, Emeritus 1912-1947

FREDERICK MAY BOYCE, A.M. Barrington, R. I.
Instructor in Physics, Emeritus 1909-1948

OSWALD TOWER, A.B. Andover
Dean and Instructor in Mathematics, Emeritus 1910-1949

RAY ARTHUR SHEPARD, S.B. Gardiner, Maine
Director of Physical Education, Emeritus 1919-1949

ALICE THACHER WHITNEY Andover
Recorder, Emerita 1902-1950

LESTER CHARLES NEWTON, A.M. Andover
Instructor in French and German, Emeritus 1918-1952

HENRY PRESTON KELLEY, A.M. Pepperell
Instructor in Spanish, Emeritus 1918-28, 1935-1952

PHILLIPS ACADEMY

FACULTY

MONTVILLE ELLSWORTH PECK	1 Highland Wayside
<i>Instructor in Physical Education</i>	Appointed 1916
FRANK MAY BENTON, A.B.	9 Salem Street
<i>Instructor in Latin on the John Charles Phillips Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B.	89 Bartlet Street
<i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1919
ROSCOE EDWIN DAKE, S.B.	Greenough House, Hidden Field
<i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M.	Quincy House, Hidden Field
<i>Instructor in Physics on the George Peabody Foundation</i>	Appointed 1923
GUY JOHNSON FORBUSH, A.B.	Bartlet Hall
<i>Instructor in French</i>	1917-1920, re-appointed 1924
ALAN ROGERS BLACKMER, A.M.	215 Main Street
<i>Instructor in English on the Jonathan French Foundation</i>	Appointed 1925
SCOTT HURTT PARADISE, A.M.	Blanchard House, Hidden Field
<i>Instructor in English</i>	1924-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M.	17 Salem Street
<i>Instructor in History</i>	Appointed 1929
GEORGE KNIGHT SANBORN, S.B.	Palmer House, Hidden Field
<i>Instructor in Biology</i>	Appointed 1929
*EMORY SHELBY BASFORD, A.B.	Holt Road
<i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, D.D.	Weld House, Hidden Field
<i>School Minister and Instructor in Religion</i>	Appointed in 1930
ROBERT EDWARD MAYNARD, S.B.	1 Judson Road
<i>Instructor in Mathematics</i>	Appointed 1931

*On leave of absence.

PHILLIPS ACADEMY

LEONARD FRANK JAMES, A.M.	Comstock House, Hidden Field
<i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932
LIONEL DENIS PETERKIN, A.M.	45 Salem Street
<i>Instructor in Latin on the Elizabeth Millbank Anderson Foundation</i>	Appointed 1932
DOUGLAS SWAIN BYERS, A.M.	Phillips Street
<i>Instructor in Anthropology</i>	Appointed 1933
*ARTHUR BURR DARLING, Ph.D.	Washington, D. C.
<i>Instructor in History on the Ammi Wright Lancashire Foundation</i>	1917-18, re-appointed 1933
BARTLETT HARDING HAYES, JR., A.B.	Phillips Street
<i>Instructor in Art</i>	Appointed 1933
ROGER WOLCOTT HIGGINS, A.M.	21 Phillips Street
<i>Instructor in English</i>	Appointed 1933
ALSTON HURD CHASE, Ph.D.	Bartlet Hall
<i>Instructor in Greek on the Samuel Harvey Taylor Foundation</i>	Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B.	Tucker House, Hidden Field
<i>Instructor in English</i>	Appointed 1934
FRANK FREDERICK DICLEMENTE, S.B.	157 Main Street
<i>Instructor in Physical Education</i>	Appointed 1935
*JAMES HOOPER GREW, A.B., <i>Docteur ès Lettres</i> <i>de l'Université de Paris</i>	Appointed 1935
<i>Instructor in French</i>	
FREDERICK SCOLLER ALLIS, JR., A.M.	20 Salem Street
<i>Instructor in History</i>	Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M.	Foxcroft Hall
<i>Instructor in French</i>	Appointed 1936
FREDERICK JOHNSON, S.B.	Woodland Road
<i>Instructor in Archaeology</i>	Appointed 1936
STEPHEN STANLEY SOROTA, S.B.	Pearson Farm
<i>Coach of Football and Track</i>	Appointed 1936

*On leave of absence.

PHILLIPS ACADEMY

STEPHEN WHITNEY, A.M. <i>Instructor in French</i>	Taylor Hall Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French</i>	147 Main Street Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English</i>	195 Main Street Appointed 1937
MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	193 Main Street Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Johnson Hall Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	25 Phillips Street Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i>	Hidden Field Appointed 1938
JOHN BROMHAM HAWES, Ed.M. <i>Instructor in English and Latin</i>	Williams Hall 1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin</i>	39 Salem Street Appointed 1940
HARPER FOLLANSBEE, A.B. <i>Instructor in Biology</i>	Rockwell House Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	173 Main Street Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Johnson Hall Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Lowell House, Hidden Field Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English and Philosophy</i>	Davison House, Old Campus Appointed 1941
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics, German, and Bible</i>	Moorehead House, Hidden Field Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	154 Main Street Appointed 1942
*ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	23 Salem Street Appointed 1943

*On leave of absence.

PHILLIPS ACADEMY

ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry</i>	32 Phillips Street Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	24 Salem Street Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Clement House Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	49 Highland Road Appointed 1944
JOHN SHAPLEIGH MOSES, B.D. <i>Instructor in Bible</i>	29 Central Street Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	Taylor Hall Appointed 1946
FREDERICK ALMON PETERSON, A.M. <i>Instructor in English</i>	Adams Hall Appointed 1946
ALLEN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin</i>	63 Highland Road Appointed 1947
PETER QUACKENBUSH MCKEE, A.B. <i>Instructor in Physics</i>	Bancroft Hall Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish</i>	Day Hall Appointed 1947
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	Rockwell House Appointed 1948
GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Bishop Hall Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	73 Bartlet Street Appointed 1949
WILLIAM LOUIS SCHNEIDER, B. Mus. Ed. <i>Instructor in Music</i>	Tilton House Appointed 1949
WILLIAM JOHN BUEHNER, A.M. <i>Instructor in Latin</i>	Bishop Hall Appointed 1950
SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	Bancroft Hall Appointed 1950
JEAN FRANCIS ROLLAND, L. ès L., L. en Droit <i>Instructor in French</i>	169 Main Street Appointed 1950
REAGH CLINTON WETMORE, M.P.E. <i>Instructor in Physical Education</i>	Frost House Appointed 1950

PHILLIPS ACADEMY

WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	11 School Street Appointed 1951
PHILIP BROWNLIE WELD, B.E. <i>Instructor in Physics</i>	153 Main Street Appointed 1951
WILLIAM FRANKLIN GRAHAM, S.B. <i>Instructor in Mathematics</i>	Day Hall Appointed 1952
FRED HAROLD HARRISON, A.M. <i>Instructor in English</i>	Paul Revere Hall Appointed 1952
JOHN CLAIBOURNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i>	Paul Revere Hall Appointed 1952
JOSHUA LEWIS MINER, III, A.B. <i>Instructor in Physical Education and Science</i>	143 Main Street Appointed 1952
SAMUEL VAN KUREN WILLSON, A.B. <i>Instructor in English</i>	Draper Cottage Appointed 1952
RAYMOND A. WOLFF, JR., M.M. <i>Instructor in Music</i>	Eaton Cottage Appointed 1952
ALFRED ROBERT BABCOCK, Ph.D. <i>Instructor in Latin</i>	Andover Cottage Appointed 1953
FERNAND PIERRE CORIN, Agrégé de l'E.M.D.S. <i>Instructor in French</i>	Foxcroft Hall Appointed 1953
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i>	238 Main Street Appointed 1953
SHERMAN FREDERICK DRAKE, S.B. <i>Instructor in Mathematics</i>	Junior House Appointed 1953
EDMOND EMERSON HAMMOND, JR., S.M. <i>Instructor in Mathematics</i>	Williams Hall Appointed 1953
LOUIS JOHN HOITSMA, JR., S.B. <i>Instructor in Mathematics</i>	Pemberton Cottage Appointed 1953
ROBERT PENNIMAN HULBURD, A.B. <i>Instructor in German</i>	Adams Hall Appointed 1953
DALTON HUNTER MCBEE, A.B. <i>Instructor in English</i>	77 Bartlet Street Appointed 1953

PHILLIPS ACADEMY

DEPARTMENT OF HEALTH

ALEXANDRE GRAHAM LAW, M.D.
JOSEPH T. McNALLY, M.D.
MRS. HELENA W. MOODY
JOAN WALSH
MRS. BARBARA L. SMITH

School Physician
Associate School Physician
Secretary to the School Physician
Dental Hygienist
Laboratory Technician

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

MONTVILLE E. PECK
FRANK F. DiCLEMENTE, S.B.
REAGH C. WETMORE, M.P.E.
JOSHUA L. MINER, III, A.B.
JOHN F. BRONK
MRS. JUNE M. WERMERS
CORNELIUS G. S. BANTA, S.B.
WILLIAM H. BROWN, A.M.
ROSCOE E. DAKE, S.B.
FRANK F. DiCLEMENTE, S.B.
FRED H. HARRISON, A.M.
J. RICHARD LUX, S.B.
PETER Q. MCKEE, A.B.
RICHARD S. PIETERS, A.M.
STEPHEN S. SOROTA, S.B.
VALLEAU WILKIE, JR., A.B.
SAMUEL V. K. WILLSON, A.B.

Director of Physical Education and Athletics
Instructor in Physical Education
Instructor in Physical Education
Instructor in Physical Education
Assistant in the Department of Athletics and Trainer
Secretary
Head Coach of Tennis
Head Coach of Golf
Head Coach of Swimming
Head Coach of Basketball and Soccer
Head Coach of Hockey
Head Coach of Lacrosse
Head Coach of Skiing
Head Coach of Wrestling
Head Coach of Football and Track
Head Coach of Baseball
Head Coach of Squash

DEPARTMENT OF LANGUAGE TRAINING

MRS. LUCIA DODGE, A.B.
MRS. MARY I. BORDEN
MRS. RETA V. BUCHAN
MRS. CHARLOTTE WILSON

Associate in Language Training
Assistant in Language Training
Assistant in Language Training
Assistant in Language Training

DEPARTMENT OF MUSIC

MRS. LORENE BANTA, Ph.D.
ALBION METCALF
CHARLES PEARSON
WILLIAM L. SCHNEIDER, B.Mus.Ed.
WILLIAM MOYER, B.M., Boston Symphony

Instructor in Organ
Instructor in Piano and Organ
Instructor in Voice
Instructor in Stringed Instruments

LEON TUMARKIN
RAYMOND A. WOLFF, JR., M.M.
SAMUEL V. K. WILLSON, A.B.

Instructor in Brass Instruments (advanced level)
Instructor in Piano
Instructor in Woodwind and Brass Instruments
Associate in Music

PHILLIPS ACADEMY

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., A.B.
ANTOINETTE THIRAS
J. MARK RUDKIN, A.M.

Director
Secretary and Registrar
Fellow in Museum Training

OLIVER WENDELL HOLMES LIBRARY

ELIZABETH EADES, A.B., S.B.
RUTH BROWN, A.B.
MRS. DOROTHY B. BLOOM, S.B.
BARBARA McDONNELL, A.B., S.B.

Librarian
Cataloguer and Keeper of the Forbes Vergiliana
Assistant Cataloguer
Reference Librarian

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M.
FREDERICK JOHNSON, S.B.
ALFRED VINCENT KIDDER, Ph.D.
MRS. KATHRYN STEPHANOFF

Director
Curator
Research Associate in Southwestern Archaeology
Secretary and Assistant to the Director

OTHER ADMINISTRATIVE PERSONNEL

ALFRED GRAHAM BALDWIN, D.D.
MRS. VERA WATT
MRS. AMY R. ROBINSON
ANN S. LESLIE
EVELYN H. GORDON
MRS. RUTH A. WHITE
MRS. RUTH P. ELLISON, S.B.
MARION E. HILL
EDNA C. BRANCH
EVELYNN H. WILDES
BARBARA I. DILLON
W. VERNE PORTER
MRS. ISABEL R. BROWN
MRS. HELEN B. CANNON
JACQUELINE B. PFLUG
MEREDITH E. THIRAS
WILLIAM A. PEDLER
EDWARD A. ROMEO
ROBERT A. LEETE
M. WILLARD RICHARDSON
ELIZABETH L. DEAN

School Minister
Secretary to the School Minister
Secretary to the Headmaster
Secretary to the Comptroller
Director of Student Accounts
Secretary to the Secretary of the Academy
Secretary to the Assistant Secretary of the Academy
Office Manager and Purchasing Agent
Secretary to the Director of Admissions
Secretary to the Dean of Students
Secretary to the Assistant Dean of Students
Superintendent of Buildings and Grounds
Secretary in the Maintenance Department
Alumni Recorder
Secretary to the Director of the Summer Session
Receptionist
Supervisor of Printing and Mailing
Manager of the Andover Inn
Manager of the Commons
Dietitian of the Commons
Matron of Williams Hall

PURPOSE OF PHILLIPS ACADEMY

The purpose of Phillips Academy is to teach "the great end and real business of living," according to its Constitution signed in 1778. Adapted to conditions of modern life, the aim of the Academy remains essentially the same: to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worthwhile curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. And Andover believes equally in the value of student representation from all parts of the country and the world and from all walks of life. To these boys it offers in ample degree a necessary intellectual and moral discipline, while motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment.

From its inception Andover has had as a primary aim the development of character. It promotes the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life is a vital force in the school community.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed to the development of thousands of men directly, and indirectly to the numberless facets of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit which will test and try the new while treasuring the riches passed on from the past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care;

PHILLIPS ACADEMY

well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in

PHILLIPS ACADEMY

1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns was forced by ill health to resign. Professor Charles H. Forbes, for forty years on the faculty, was named Acting Headmaster, but he died a few months later.

The Trustees then elected Dr. Claude M. Fuess Headmaster who continued until his retirement in 1948. During the period 1933-48 the curriculum was revised, a number of buildings were added, and studies of health, academic mortality, and student activities were completed. In World War II Andover men served in all branches of the service and 143 lost their lives. During much of this period Henry L. Stimson served as President of the Andover Board of Trustees as well as Secretary of War for the nation. 1942 marked the launching of the Andover Summer Session to enable boys to complete secondary schooling before entering military service. It has been continued regularly since then.

John M. Kemper was elected Headmaster in 1948 and inaugurated in ceremonies attended by 220 representatives of schools and colleges. In the past six years an artificial-ice hockey rink has been constructed, the Andover and War Memorial Fund drives have added \$2,500,000 to the endowment and have provided the new Memorial Gymnasium, the curriculum has been further revised to provide more flexibility, and salaries have been raised appreciably. In 1952-53, under Andover leadership and with a grant from the Ford Foundation, the three school and three college committee report "General Education in School and College" was completed. This report points the way toward a smoother transition from school to college and a fuller development of the able boy.

PHILLIPS ACADEMY

*COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment and ability. Particularly able and well-prepared students are offered special opportunity to enrich their education and to move ahead at a rate commensurate with their ability and ambition. Several departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or desirable. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program.

*See pages 50-66 for "Description of Courses."

PHILLIPS ACADEMY

Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English

3 units of mathematics

*3 units of one foreign language, either ancient or modern

1 unit of history, normally American

1 unit of laboratory science

†½ unit of ancient history in the Junior year

†½ unit of elementary science in the Junior year

3 units of elective courses

‡Bible in the Lower Middle year

‡Art and Music, or Studio Art, or Music in the Upper Middle year

‡An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

*Two units of each of two foreign languages are permitted under special circumstances.

†Qualified boys may take a second foreign language in place of these two minor courses.

‡Qualified boys are allowed to substitute a fifth major course for the required minor in one or more of the last three years.

PHILLIPS ACADEMY

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
†Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science	3	" " "
	<hr/>	
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
Foreign Language 2	5	" " "
*Elective (major)	4 or 5	" " "
Bible 1	2	" " "
	<hr/>	
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
Foreign Language 3	4	" " "
*Elective (major)	4 or 5	" " "
Art & Music, or Studio Art, or Music	2	" " "
	<hr/>	
Total	19-20	" " "

†Greek, Latin, French, or German. Spanish by special permission.

*One elective major in the three upper years must be a laboratory science.

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Senior Year (12th grade)

English 4	4	periods per week
History 4 (American)	5	" " "
*Elective (major)	4 or 5	" " "
*Elective (major)	4 or 5	" " "
Elective (minor)	2	" " "
<hr/>		
Total	19-21	" " "

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 4s, 5	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4	†Mathematics 7
French 1, 2, 3, 4	†Advanced Art
German 1, 2, 3, 4	†Music Major
Spanish 1, 2, 3, 4	†Religion
Biology	†History 3 (English)
†Chemistry	†History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three- and four-year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only
‡Not permitted after the Lower Middle year

PHILLIPS ACADEMY

Elective Minors (ordinarily for Seniors only)

Greek	Music Appreciation
Latin	Mathematics T
French	Mechanical Drawing
German	Navigation
Spanish	Bible 2
Anatomy	Contemporary Affairs
Anthropology	Philosophy
Chemistry S	Public Speaking
Physics S	Social Problems
Instrumental Music	Advanced Studio Art
Choral Music	Advanced Art Appreciation
Harmony	Studio Art
Instrumental Lessons	

Special Courses

Special courses designed to cover the work of two years in one are offered to properly qualified boys in Mathematics and Latin for Juniors; and in German, Greek, and Spanish for Seniors. In French, German, and Mathematics selected students are offered sequences designed to cover three years' work in two.

A half-year, optional, non-credit course in Public Speaking is open to Upper Middlers and Seniors.

GENERAL INFORMATION

PLAN OF RESIDENCE AND EATING

Andover students live together by classes in the Academy dormitories and faculty houses described on pages 71-72. Each building is under the close supervision of the resident Faculty member.

Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annex Junior House, is equipped with recreational facilities for fifty-two boys who occupy single or double rooms. Rockwell House, on the other hand, has only single rooms in addition to its recreational facilities. Both buildings are subject to special regulations and supervision found particularly helpful to boys of this age level in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in relatively small groups in some thirty Faculty Houses and Cottages. In these buildings the boys receive the sort of care suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained greater wisdom in the use of their relative freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

All boys eat by classes at The Commons which is described on page 75. Residents of Williams Hall and Junior House, however, eat breakfast at Williams Hall.

PHILLIPS ACADEMY

FACULTY COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a liberal Protestant faith and system of values.

Chapel Services, both Sunday and weekdays, are an integral part of school life. The services on Sunday are usually conducted by the Headmaster and the School Minister. Among the list of visiting preachers invited to Andover during the school year are Headmaster Emeritus Dr. Claude M. Fuess, Rt. Rev. Norman B. Nash, Dr. Herbert Gezork, Rev. Robert Russell Wicks, Bishop G. Bromley Oxnam, Rabbi Morris S. Lazaron, Rev. Shelton Hale Bishop, Rev. Clifford Barbour, Dr. Allan K. Chalmers, Rt. Rev. Henry Wise Hobson, Rev. Howard L. Rubendall, Rev. Sidney Lovett.

Attendance at these services is required, although on Sundays boys who prefer to do so may attend services at the Episcopal or Roman Catholic churches in Andover. A number of times each term arrangements are made by which students of Jewish faith may attend their own services either at the Academy or at a synagogue in the vicinity of Andover.

This arrangement makes possible two sets of values: a close connection of each boy with his own chosen denomination, and

PHILLIPS ACADEMY

a program of worship within the life of the school that emphasizes the common elements in our religious faiths.

In a school made up of students from varying backgrounds it is not possible to satisfy fully all the special requirements of varying sects and denominations. Therefore, no one should apply for admission to Andover who feels that the ritualistic practices of his own faith must be literally followed under all circumstances.

In the school's Chapel Services effort is directed towards achieving a worship that strengthens the aspirations and insights of all students while denying to no one the right to hold to his own sectarian beliefs. It is hoped that the program will help to develop the boy's confidence in religion as a source of strength; his convictions in the rightness of the values which the best in our civilization has nurtured; and, at the same time, his respect for and understanding of the aspirations of all denominations and creeds.

It is expected that both those individuals who enjoy minority religious status as well as those who enjoy majority status will, with equal eagerness, seek these goals by means of which Phillips Academy endeavors to accomplish harmony and unity in diversity.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful

hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

Among the guest artists and lecturers who appeared in 1952-53 were the Reginald Kell Chamber Players; Emlyn Williams, the interpreter of Charles Dickens; Benjamin C. Cutler, soloist; and Dean George R. Harrison of M.I.T., lecturer.

STUDENT ACTIVITIES

Student activities at Phillips Academy may be classed as literary, musical, forensic, and hobby-motivated. Each club is under student leadership, advised by a faculty member experienced in the field of activity.

The Phillipian is a weekly newspaper published every Wednesday of the school year. It was established in 1878. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, and group pictures of all school organizations in addition to many special features, which vary from year to year. The three boards, editorial, business, and art, offer excellent opportunities for the

development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for reminiscences of their years at Andover.

The Dramatic Club includes the stage crew as well as actors. Recent productions have been Shaw's "Devil's Disciple"; Kaufman's "Of Thee I Sing"; Shakespeare's "Othello", "Macbeth," "Henry IV, Part I," "Antony and Cleopatra," and "Merchant of Venice." Also one or two foreign language plays in *Latin*, *French*, *German*, or *Spanish* are produced each year. These language plays are projects of language-interest clubs that feature illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the Philomathean Society, founded in the year 1825. Bulfinch Hall is ideally appointed for the Philo debates. All students may attend these debates. Also, they may participate in the Philo-sponsored Sunday afternoon forum discussions of current economic, social, and political problems. The faculty meeting room in George Washington Hall is used for these sessions.

Hobby activities are many and varied. In fact, the list changes from year to year, depending upon student interest, availability of faculty advisors, and facilities.

Students interested in art may paint, draw, or model in the studios of the Addison Gallery with the *Art Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school.

The *Ornithology Club* patrols its line of traps and reports its season's summary to the U. S. Bureau of Fish and Wildlife.

Letter-press printing may bear the imprint of the *Paul Revere Press*. The shop consists of a complete print shop with two presses and is now located in George Washington Hall, convenient to the school's service department.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but also at the radio shack it has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

The *Rifle Club*, an active organization in the school, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle Association awards, or in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall where an extensive layout of track and rolling stock awaits their attention.

The *Science Club* is available three afternoons each week for boys who claim experimenting in physics or chemistry as their science hobby. The engines division of the *Science Club* has engines and a dynamometer awaiting the wrench of those boys who are happiest in overalls. The astronomy division has two telescopes and a small observatory.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Bicycle trips are also popular with the group.

During the winter term, the *Stamp Club* meets weekly in Cooley House or the Oliver Wendell Holmes Library. High spots in the club's program include an exhibition and a banquet.

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Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors the showing of selected motion pictures of the past to the school and then discusses vigorously among its members the values and shortcomings of the films.

The *Sailing Club* has constructed a fleet of small sailing boats that is maintained in a nearby pond where they await pleasant afternoons for racing.

The Phillips Society and its activities are based on the effort (1) to understand better the meaning of life, (2) to see more clearly the needs and problems of people, (3) to help meet these needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are clearly suggested by listing some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, Community Chest, the Salvation Army, Hampton Institute, the Grenfell Association, and other organizations.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, second-hand books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

Sunday School teaching and deputation work in the churches in Andover and its vicinity.

For musical activities see "Music," pages 64-65.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and Physical Education occupy a vital place in Andover life. The Physical Education, Intramural and Interscholastic Athletic phases of the program involve every student. The

program aims to raise and maintain the level of physical condition, to develop skill and coordination in games, to encourage the growth of enthusiasm and appreciation for sports, and to aid in the development of desirable personality and social traits.

All students must participate in Athletics, and those who do not meet minimum standards in swimming, posture, and motor skills are given work of a specialized nature. The Interscholastic athletic program provides the opportunity of competition for the most proficient students. The best of leadership, *equipment and training techniques aim toward the development of superior performers. The Intramural athletic program includes all students who are not members of a varsity squad and provides the opportunity to engage in competition in all seasonal sports. During the fall the sports offered are football, soccer, cross country, tennis and swimming. In the winter there are basketball, swimming, hockey, wrestling, squash and track. In the spring the sports are baseball, tennis, golf, lacrosse, outdoor track and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physicians' services shall be rendered and infirmary care provided without charge.

Following the urgent recommendation of the school physician and the athletic department parents are strongly advised to see that, if their sons wear glasses, they be provided with shatter-proof lenses, not only to minimize danger of injury on the athletic field but also to obviate possible loss of time in replacing lenses broken in the normal wear and tear of school life.

HEALTH SUPERVISION

Under the supervision of the School Physician every effort is made to improve each student's health, to prevent disease, and to

*See page 49 regarding athletic equipment.

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diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, proper recommendations are made and a report sent to the parents. The Department of Health supervises the correction of speech disorders and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The Isham Infirmary is a well-equipped small hospital. Graduate nurses are in residence during the entire school year. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. The Alumni Committee on Health meets and discusses with the School Physician policies of health and administration. The members of this committee are Drs. Reginald H. Smithwick, Arlie W. Bock and Joseph C. Garland. Cases requiring major surgical procedures are hospitalized in Boston. Parents are notified of any illness and are kept informed concerning its course.

Complete facilities for the repair and straightening of teeth are available at the Infirmary. A full-time dental hygienist is on the staff, and Boston dentists make visits at regular intervals so that fillings and other dental work may receive efficient attention.

Each student must present evidence of vaccination against smallpox within five years prior to admission, and also evidence of immunity against diphtheria. Tetanus and Typhoid-Paratyphoid toxoid immunization is given to all entering students who have not previously had this protection.

DAILY SCHEDULE

Recitation and study hours	8.00 A.M. to 12.38 P.M.
Athletics	2.00 P.M. to 3.30 P.M.
*Recitation and study hours	3.55 P.M. to 5.35 P.M.

*Wednesday and Saturday afternoons are half-holidays.

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Chapel	5.45 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The rules to which the students are expected to adhere have been made in accordance with this principle.

Students are expected to occupy themselves with their studies or other school work during all study hours.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences or eight demerits involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages renders a student liable to dismissal.

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Smoking, subject to certain restrictions as to time and place, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted the possession or use of firearms or explosives of any description, except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

SUMMER SESSION

The thirteenth annual Andover Summer Session will open on Tuesday, June 29, and close on Wednesday, August 25. Instituted in 1942 to provide an opportunity for acceleration for boys about to enter the Services, the Summer Session has been continued by the Trustees largely because of its proven value in aiding students assured of September admission in becoming acclimated to the relatively rigorous Andover program. It has been useful also in enabling some of these new boys to make up deficiencies in their previous preparation, thus often saving them from the loss of a full year. Other boys from both public and independent schools who are not candidates for entrance in the fall are also eligible for admission. The Summer Session publishes its own catalogue which may be obtained after February 1 by writing directly to the Director of the Andover Summer Session, Andover, Massachusetts.

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COLLEGE ADMISSIONS—CLASS OF 1953

College candidates in 1953	*231
Admitted to college	227
Non-returning Uppers, admitted to college	2
Total college matriculants, September 1953	*229
Admitted to first-choice college	201
Admitted to second or third-choice college	28
Number of colleges entered	43

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
American University, Beirut	1	Michigan State	1
Amherst	5	Middlebury	3
Antioch	1	North Carolina, University of	2
Arkansas, University of	1	Northwestern	1
Bates	1	Oberlin	2
Bowdoin	1	Pennsylvania, University of	2
Brown	8	Pomona	1
California Institute of Technology	2	Princeton	31
Colorado College	1	Purdue	1
Columbia	2	Rensselaer Polytechnic Institute	2
Cornell	3	Rhode Island School of Design	1
Dartmouth	14	Rutgers	1
Duke	3	Stanford	4
Georgia Institute of Technology	1	Trinity	2
Harvard	34	United States Military Academy	2
Haverford	3	United States Naval Academy	1
Holy Cross	1	Virginia, University of	2
Kenyon	3	Webb Institute of Naval Architecture	1
Lehigh	3	Williams	6
Louisiana State University	1	Yale	63
Loyola University (La.)	1		
Massachusetts Institute of Technology	9	Total	229
Miami, University of	1	Number of Colleges	43

*Including 2 boys taking their next year as exchange students in England and one who volunteered for Selective Service.

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FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid, or the scholarship earned, have benefited by the endowment funds.

No patron of the school in recent years has met the full cost of his son's Andover education. The total cost to the Academy for each student during the year 1952-53 was approximately \$2,470. Of this figure, \$1,400 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni and from other sources.

Tuition Charges

The tuition charge for each student at Phillips Academy is as follows: \$700 payable on October 1; \$350 payable on January 1; and \$350 payable on April 1. The net rate charge to scholarship students varies according to the need of the applicant. Each student, when assured of admission, is required to make a deposit of \$50 which is credited on his first regular school bill.

The tuition charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

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It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, dues to school organizations, and unnecessary breakage and damage to school property.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller.

Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Medical Insurance

All the ordinary illnesses and injuries which occur are cared for by the School Physician and his staff, and the present tuition charge of \$1,400 includes such medical attention, regardless of the length of the patient's stay in the Infirmary. However, parents are responsible for the payment of fees for all other physicians, surgeons, and private nurses and hospitalization. These services

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are employed by the School Physician whenever in his opinion they are necessary for the proper care of the student.

To assist parents in budgeting such expense our student insurance plan is provided. The cost is \$20 for the twelve-month period beginning the opening day of school. This charge is included in the term bill which is payable October 1. Parents may have this coverage for the school year only at a charge of \$14. If a parent wishes the term to be so limited, the Treasurer's Office should be notified in writing before December 1.

"Extras"

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of "extras" are given. These are *not* charges made by or payable to the Academy.

Laundry (if done locally)	\$70
Pressing and cleaning	15
Books and supplies	40
Dues, publications, and charitable contributions	15
Miscellaneous, including spending money	60
	<hr/>
	\$200

The thrifty boy can, of course, cut these figures considerably, especially by mailing his laundry home and by purchasing second-hand text books. Scholarship boys can obtain most of their books through the Loan Library. Expenses for travel and for clothing (see page 49) are an entirely personal matter.

Student Aid

One of the basic principles under which Phillips Academy operates is that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover

education. Through the generosity of a large number of alumni and other friends of the school, over \$150,000 is available each year to help needy students come to the school.

In accordance with this policy boys of character and academic promise whose parents can demonstrate their need of financial aid are encouraged to apply for scholarships, even though each year the Scholarship Committee receives more applications than it can accept. Awards vary in amount according to the applicant's need, with a few full scholarships of \$1400 available for boys whose need is great. The Committee requires the parents of all applicants to submit a complete report on their financial status, which will be kept confidential. All boys on the scholarship list are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of and deserving of the special opportunities which they enjoy.

As part of the scholarship program, the Bureau of Self-Help exercises control over all student employment, such as work in various departments of the school and campus concessions. The anticipated revenue from such work is included in the over-all provision made for each boy. All scholarship boys are expected to perform some useful service for the school in partial return for the aid they receive.

Loans to help meet the annual charges may be arranged with the school treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

A wide range of prizes is open to competition by the student body. A complete description of each prize, together with the names of last year's winners, can be found on pages 77 to 84. Also included is a list of the scholarship funds.

ADMISSIONS

GENERAL POLICY

The basic requirements for admission to Phillips Academy consist of evidence of good character and a strong school record. Other factors taken into consideration are personality, breadth of interest, geographical distribution, date of application, and performance on the Academy's Aptitude Test and examination(s). Unless specifically exempted by the Admissions Office, each applicant is expected to arrange for a personal interview with an official or alumnus of the Academy (see Procedure in Applying). *Because the Academy cannot accept many candidates who can meet its minimum requirements, it is necessary to make selections on a competitive basis, with particular emphasis on character and personal qualifications as determined from recommendations and interview, and on academic accomplishment and promise. Priority is given to applications filed before February 1 of the proposed year of entrance.*

Candidates are advised to enter as early in the course as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is correspondingly keener. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 24-27. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. A boy may take individual subjects above his classification if his prior prepa-

ration justifies such permission. But usually a student is not allowed to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Boys entering any of the three upper classes may receive credit for certain courses taken at their previous schools.

PROCEDURE IN APPLYING

In making preliminary application for admission to the Academy, the parent or guardian should submit the form in the back of this catalogue, unless he has already received a detailed final application blank from the Admissions Office. In the late fall a final application form is sent to each preliminary candidate desiring admission in the following September. This form, after completion of the first part by the parent or guardian, should be submitted to the principal of the school presently attended by the applicant, with the request that it be returned *directly to Phillips Academy as soon as possible*.

Along with the final application blank three Confidential Recommendation Forms will be sent to the parent or guardian. Two of these should be given to the boy's current teachers and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, these forms should be returned *by the writers* directly to the Admissions Office.

Whenever possible it is highly desirable that boys come to Andover for a personal interview with the Director of Admissions or the Admissions Officer. Appointments for such interviews should be made in advance. Boys unable to visit Andover should write the Admissions Office about the possibility of arranging a personal interview with a local or nearby alumnus of the Academy.

Rooms are assigned to incoming students during the summer, *in the order in which their admission applications are filed.* A notice

regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 35-36) for the Academy's regulations regarding immunization against certain infectious diseases.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

REQUIREMENTS FOR EACH CLASS

Junior Class

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from their performance on the Aptitude Test and on entrance examinations in arithmetic or algebra and in English.

The Phillips Academy examination for entrance to Mathematics I (Arithmetic*) covers common and decimal fractions, square root, denominate numbers, percentage, and interest. A suggested text is *New High School Arithmetic*, revised, by Wells and Hart (Heath). A boy whose mathematics course consists primarily of algebra should write instead the Mathematics I (Comprehensive) examination. This paper will include some arithmetic

*In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from independent schools which are members of the Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin. (Note statement on pages 48-49, regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 1954.")

and the topics covered in Part I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill—Enlarged Edition).

In preparation for the Academy's examination for entrance to English I,* the candidate should have a knowledge of grammar, including the parts of speech and the uses of words, phrases, and clauses in the sentence; an ability to read for comprehension simple passages of prose and poetry; a knowledge of the meanings and uses of words; and an ability to organize ideas and to develop them in coherent paragraphs of simple narrative and expository writing. A suggested text is Tanner's *Correct English, Introductory Course* (Ginn).

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin should write the Latin Comprehensive paper.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, in addition to the Aptitude Test, examinations are required on the work of the Junior year in algebra,† in English,† and in foreign language,† if the latter is being studied. This work is outlined on page 25 and is described in pages 50-66. *In many instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign*

*See footnote page 46.

†In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from independent schools which are members of the Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2 respectively. (Note statement on pages 48-49 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 1954.")

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language in the pamphlet of sample examination papers (see below). Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle Class

Candidates for the Upper Middle Class should, in most cases, write the Academy's examination for entrance to English 3 and the Aptitude Test. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record.

Senior Class

Candidates for admission to the Senior Class must secure credits, by certification or examination, which cover the work of the Academy's three lower years or its equivalent. The Aptitude Test and an examination for admission to English 4 are usually required as a minimum.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 7 and 8, 1954. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: Samuel Phillips Hall, Phillips Academy;

In New York: Union Theological Seminary;

In other cities by special arrangement.

For examinations in Andover there is a fee of \$2.00. For those taken elsewhere a fee of \$5.00 is required. A pamphlet of sample examination papers will be supplied upon request without charge.

The Secondary Education Board's examinations (see footnotes

on pages 46 and 47) will be given in many cities on May 26 and 27. The fee is \$5.00. The Secondary Education Board, Milton, Massachusetts, publishes a pamphlet, "Definition of the Requirements for 1954," which includes helpful information about the Board's English III and IV, Mathematics III and IV, Latin Cp. and French Cp. requirements for the Junior or Lower Middle Class, together with samples of the previous year's papers. The cost of this pamphlet is seventy-five cents, postpaid.

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student. Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name. The Academy does not issue a detailed list of necessary equipment, but all boys are advised to bring extra bedding and warm clothing for the winter months. Athletic equipment, except shoes, is provided for varsity teams in most sports, but all boys are advised to bring whatever they already own and not to purchase new equipment before coming to school. Some equipment is available on a rental basis.

Parents are referred to the statement on "Discipline" (pages 37-38) for further information.

DESCRIPTION OF COURSES

ENGLISH

The courses in English aim to teach students to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

These aims are achieved by frequent practice in speaking and writing, by close reading, by sustained attention to problems of syntax and rhetoric, by the study and discussion in class of the chief literary types, and by wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

There are two elective courses for those students who have completed four years of English, one a course in expository writing, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH 1. Five hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) sustained instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), Masfield's *Dauber* (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *Great Expectations*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Handbook of English, Book I*, by Warriner (Harcourt, Brace).

ENGLISH 2. Four hours, all requiring outside preparation. The work of this course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story and the novel, the drama, poetry and the familiar essay; (7) continued study of the techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Short Stories*, edited by Schweikert (Harcourt, Brace), *David Copperfield*, *The Rise of Silas Lapham*, *The Merchant of Venice*, *Henry IV (Part I)*, *Poems for Modern Youth*, edited by Gillis and Benet (Houghton, Mifflin), *Poems for Enjoy-*

ment, edited by Liberman (Harper), *An Inland Voyage, Travels with a Donkey, English Handbook*, edited by Bailey and Horn (American Book Co.).

ENGLISH 3. Four hours, all requiring outside preparation. The class hours are devoted to (1) literature and (2) rhetoric. The five main types of literature—fiction, the drama, the essay, biography, poetry—are studied in representative texts of graduated difficulty with continued emphasis upon close reading, explication, and discussion.

There are frequent long themes and class papers. The emphasis in this course is upon writing. This involves sustained attention to problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Ethan Frome*, *The Mayor of Casterbridge*, *Bacon's Essays*, *Milestones of the Drama* (Harcourt, Brace), *Macbeth*, plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harper), the poems of Browning, *John Brown's Body*, *An Introduction to the Study of Poetry* (American Book Co.)

ENGLISH 4. Four hours, all requiring outside preparation. The work of this course gives training, on an advanced level, (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. This course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, research projects, and original work.

Representative texts are *Tess of the D'Urbervilles*, *The Return of the Native*, *The Scarlet Letter*, *The Forsyte Saga*, *The Great Gatsby*, *Understanding Fiction*, edited by Brooks and Warren (Crofts), *Great Modern Short Stories*, edited by Cerf (Modern Library), *Hamlet*, *Othello*, *Henry IV, Part I*, *King Lear*, *Antigone*, selected plays of Ibsen, Shaw, Galsworthy, O'Neill, *British Poetry and Prose*, edited by Lieder, Lovett, Root (Houghton, Mifflin), *Current Thinking and Writing*, edited by Bachelor and Henry (Appleton-Century), *Straight and Crooked Thinking* (Simon and Schuster), Strachey's *Queen Victoria* (Harcourt, Brace), *Understanding Poetry*, edited by Brooks and Warren (Holt).

In each English course, in addition to assigned reading, students do collateral reading which is guided by the English teacher.

In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

ENGLISH 4 S. Four hours, all requiring outside preparation. An elective course open to students who have successfully completed four years of secondary-school English but who need or desire further training in writing, especially exposition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*; literary aspects of the writing problem are dealt with also through a study of Doubleday's *Studies in Poetry*. More extensive models of writing are examined in a planned sequence of collateral reading throughout the year.

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ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English.

PUBLIC SPEAKING

Two hours. It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in debating and parliamentary procedure. In the speeches emphasis is placed on worth of material, clearness of thinking, and on effectiveness of delivery. The texts used are *Basic Principles of Speech* by Sarret & Foster (Houghton-Mifflin); *Speech Projects* by Henry L. Ewbank (Harpers); *Parliamentary Procedure* by Reeves (Heath).

*FRENCH

The French Department offers a continuous four-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and on paper. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary (Larousse: *Dictionnaire des Débutants*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

Students who at the end of their first term of French 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of French at the end of three years.

FRENCH 1. Five hours. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris), Lessons 1-45.

FRENCH 2-A. Five hours. Texts: Robin & Bergeaud, Book I, completed; Book II, Lessons 1-25. Perrier & Lebel, *La Garde montante* (Brentano). C. Aveline, *Voiture 7, Place 15* (Emile Paul, Paris).

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: E. B. DeSauzé,

*See footnote on page 56.

Nouveau cours pratique de français pour commençants (J. C. Winston Co.) Robin & Bergeaud, Book II, Lessons 1-25. Perrier & Lebel.

FRENCH 3. Four hours. Texts: Robin & Bergeaud, Book II, completed. C. Aveline, *La double mort de Frédéric Belot* (Emile Paul, Paris). Ogrizek, *La France* (Odé, Paris).

FRENCH 4. Four hours. Texts: D. W. Alden, *Introduction to French Masterpieces* (Appleton-Century-Crofts). A. Lévêque, *Histoire de la civilisation française* (Henry Holt). Readings from standard French authors, Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH 5. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

*GERMAN

The German Department offers a four-year course with the following primary objectives: (1) a sound grammatical foundation, (2) reading fluency, and (3) the ability to speak and write the language correctly. In addition, the course is intended to stimulate the students' interest in the life and customs of the German people and in German literature and art.

In the first year, instruction is chiefly through the medium of English. German is gradually substituted until, by the end of the second year, German is used almost entirely.

Since 1952, there has been a regular student exchange with the *Schule Schloss Salem*, an outstanding preparatory school in Southern Germany. Qualified students are eligible for this exchange in their upper year.

GERMAN 1. Five hours. Mastery of the fundamentals of grammar, accurate pronunciation, and a basic vocabulary are the goals of this course. Beginning readers enlarge the students' vocabulary and increase their reading power. The spoken language is introduced in form of conversations, short talks, and oral synopses of reading assignments. During the winter and spring terms, the students are directed to write some simple compositions based on the reading.

GERMAN 2. Five hours. This is mainly a reading course, calling for increased vocabulary and a more advanced reading ability. Two short novels and a collection of short stories serve as an introduction to modern German prose and everyday language. A thorough review of the grammar and exercises in composition and conversation are continued throughout the year.

GERMAN 1-2. Six hours. This course is designed for qualified seniors only who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

*See footnote on page 56.

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GERMAN 3. Four hours. The first term is devoted mainly to first readings in German masterpieces and an introduction to the German poetry of the last two centuries. In the second term, a modern drama is read; during the current year, Zuckmayer's *Des Teufels General*. The third term is used for the study of outstanding German prose by such authors as Stifter, Rilke, Mann, and Hesse. Composition and conversation exercises are continued throughout the year. Outside reading is required, including some scientific prose. Classes are conducted in German.

GERMAN 2-3. Five hours. An accelerated course for qualified students, covering the material of German 2 and part of German 3.

GERMAN 3-4. Four hours. Continuation of German 2-3. Both classes are conducted in German.

GERMAN 4. Four hours. This course gives a survey of German culture from the Middle Ages to our time, with emphasis on the 19th and 20th centuries. It is based on various selections of German poetry and prose. Extensive use is made of recorded music and reproductions of German art. Classes are conducted in German. Outside reading is required.

GERMAN S. Two hours. For qualified students of the senior class who wish to continue German as a minor subject, this course is designed as a means of keeping in contact with the language. Contents vary according to the needs of the students.

GREEK

GREEK 1. Five hours. This course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 1-2. Five hours. This course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and

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Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) and Xenophon's *Anabasis*.

GREEK T. Two hours. This Senior elective studies the Greek Old and New Testaments.

LATIN

LATIN 1. Five hours. This course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *Pearson's Essentials of Latin* (American Book Company). The course aims at a thoroughly dependable foundation for subsequent reading and study.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Latin Entrance Examination, may be placed in Latin 1-2 and thus given an opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. This course is reserved for boys who give evidence of high ability.

LATIN 2 (Caesar). Five hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. Vocabulary includes the word list recommended by the College Entrance Examination Board for the second year. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time. The course is in all ways introductory to the study of Cicero and Vergil.

LATIN 3. (Cicero). Four hours. This course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. (Vergil). Four hours. In this course an effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the Aeneid and from the work of Ovid and of other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six books of the Aeneid. Vocabulary includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world.

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LATIN H. (Horace). Two hours. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

The Department of Spanish offers a continuous course, covering four years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

SPANISH 1. Five hours. This beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are *Spanish for Conversation* by Leslie (Ginn) and *Chico Mico* by Centeno (Dryden), with additional reading at appropriate levels.

SPANISH 2. Five hours. This is a continuation course placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral drill is stressed with some emphasis on extemporaneous speaking. *Un Viaje por España* by Crawford (Holt) is used together with such readers as *Cuentos Americanos* edited by D. Walsh (Norton) and *Vida y Hazañas de Juan Belmonte, Torero*, edited by Bourland and Helman (Norton).

SPANISH 3. Four hours. This is an advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish in so far as is feasible. The main texts, supplemented by additional readings, are *Libro de Repaso y Conversacion* by Centeno and Rogers (Dryden); *Pensativa* by Goytortúa (Appleton-Century-Crofts); and *Cuentos Criollos* edited by G. Walsh (Heath).

SPANISH 4. Four hours. This course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or *realia*. The basic text is Babin's *Introducción a la Cultura Hispánica* (Heath) for cultural and historical background. Among the literary works read in the course are Uslar Pietri's

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

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Las Lanzas Coloradas (Norton) and Martínez Sierra's *Sueño de una Noche de Agosto* (Norton), as well as selections from the masterpieces of Spanish literature, to be found in such anthologies as *Representative Spanish Authors* edited by Pattison (Oxford).

SPANISH S. Two hours. This minor course is open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

SPANISH 1-2. Six hours. This is a course designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. The basic texts are *Everyday Spanish* by Picazo de Murray (Mexico City College Press), *Repaso* by D. Walsh (Norton), and *Cuentos Americanos* edited by D. Walsh (Norton).

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves towards the analytical and abstract only in the Upper and Senior years. The first-year course relies upon textbooks for students. Subsequent courses use both individual and reference texts and historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1. GREECE AND ROME. Three hours. This course is designed to introduce the students to the study of History, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, the Near East, Mesopotamia, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, literature, religion and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is in turn placed on note-taking, map work, and writing.

By the middle of the fall term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to and in comparison with the present. Emphasis is upon the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, and Rome's contribution in bringing Hellenistic culture to mediaeval Europe.

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. In this course the students are given a view into the history of Western Europe,

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from the end of Roman domination to the period of Napoleonic ascendancy.

France, with her political and cultural influences upon other countries, is the central theme.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The Library provides the several texts necessary for the various topics to be studied; visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

HISTORY 4. THE UNITED STATES. Five hours. This final course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed.

CONTEMPORARY AFFAIRS

Two hours. This is an elective course for Seniors on significant current national and international issues. The material includes the historical background of immediate outstanding problems, recent policies of the Great Powers, analysis of the operation of the balance of power, critical examination of the methods and objectives of Russian policy, and discussion of the various pressure areas in world affairs. Texts currently used include appropriate Headline Books of the Foreign Policy Association, Hessler's *Operation Survival*, William Bedell Smith's *My Three Years in Moscow*, Leland Stowe's *Conquest by Terror*. Students are expected to read in current periodicals and to participate in discussions. Each student will write one major paper on a selected subject.

MATHEMATICS

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The course covers the topics of Welchons and Krickenberg's *Algebra*, Book I (Ginn) through systems of equations involving one quadratic and one linear. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

The abler students are placed in a section (Mathematics 1-2) which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3A. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B — First Year Algebra. Five hours. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used are the same as in Mathematics 1A, except for Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Note: The abler students, on the completion of either Mathematics 1B or Mathematics 1A, are given the opportunity in a section (Mathematics 2-3) which progresses more rapidly and which, by the end of the Upper Middle year, completes Mathematics 2, Mathematics 3A and Mathematics 4. These students are prepared to take either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 2 — Second Year Algebra. Four hours. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and

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Walters' *Intermediate Algebra* (Appleton-Century). Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A—Plane Geometry and review of Algebra. Five hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Welchons and Krickenberger's *New Plane Geometry* (Ginn). A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). The supplementary work in algebra is covered with the use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra and review of Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for two units credit in elementary and intermediate algebra.

MATHEMATICS 4 — Trigonometry, Solid Geometry, and Advanced Algebra. Five hours. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, and selected topics in advanced algebra. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath), Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon), and Smith-Fagan's *Mathematics Review Exercises* (Ginn).

Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS T—Plane Trigonometry. Two hours. This is an elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

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MATHEMATICS 7 — Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is *Analytic Geometry and Calculus* by Longley-Smith-Wilson (Ginn.)

MECHANICAL DRAWING

Two hours. This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, orthographic projection, isometric projection, intersection of surfaces, development of surfaces, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French and Vierck's *Engineering Drawing*—Eighth Edition (McGraw-Hill), supplemented by sound motion pictures and film strips.

NAVIGATION

Two hours. This course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* (1951 Edition) are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

ELEMENTARY SCIENCE

Three hours. Designed to form an easy approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Most of the fall term is given to a survey of physical geology; this is followed by a study of the atmosphere from the points of view of biology, chemistry, and physics. The course ends with a consideration of the consequences of the shape and motions of the earth.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

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The class meets four times a week, two times for recitations and twice for laboratory periods with separate sections for Lower Middlers and for upperclassmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one credit for admission to college. The text for upperclassmen is MacDougal and Hegner's *Biology* (McGraw-Hill). The text for Lower Middlers is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

CHEMISTRY

Four hours. The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

CHEMISTRY S. Two hours. One class and two laboratory periods each week. The course is for students who have completed a course in elementary chemistry and who wish to keep contact with the subject. Class work has some review and some advance in principles. Laboratory work is chiefly preparation of inorganic compounds.

PHYSICS

Four hours. This course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Brown and Schwachtgen's *Physics, The Story of Energy* (D. C. Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of Physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about forty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS S. Two hours. This course is open to Seniors who have completed a year of Physics. The course, during the fall and winter terms, consists of a

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review of elementary physics but new work, particularly in mechanics, is taken up as the review progresses. During the spring term the work is entirely new and covers various aspects of atomic physics, such as a treatment of the fundamental particles of matter by means of a study of the mechanics of gases, as well as a study of the fundamental particles of electricity. There is a brief discussion of the quantum theory if time allows.

THE VISUAL ARTS

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music", is devoted to the Visual Arts. This course, counting as two hours a week, is one of three options ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The purpose of the course is to provide a basis for making reasoned judgments in the visual field. Accordingly, the student is presented with facts concerning the structure and design of architecture, painting, sculpture and, to a lesser degree, the industrial and decorative arts. He is taught to recognize these facts when applied to cultural styles, both past and present. By analyzing certain monuments, he discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about these monuments in terms of the earlier part of the course. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it presupposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full, or major, course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. Advanced work may be taken as a half course, counting two hours a week, either as a continuation of the studio course or as a discussion section meeting separately from the major course.

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MUSIC

INTRODUCTION TO MUSIC. Two hours. The second half of the course "Introduction to Art and Music" is devoted to music. This course is ordinarily required of all members of the Upper Middle Class, with the exception of those students who are permitted to take Music Appreciation, Instrumental Music, Choral Music, private instruction in music, or Studio Art. The development of musical thought is studied in order to give the student an acquaintance with the strengths and weaknesses of all types of music, and to give him a greater understanding and enjoyment of serious music. The evolution of American music from Folk music to today's symphonies is studied, as well as program music and symphonies of the romantic and classical schools. The subject matter is illustrated with recordings.

CHORAL MUSIC. Two classroom and two evening rehearsal hours. Qualified singers may take this course in their Upper Middle and/or Senior years. A well settled and basically accurate voice is required. The purpose of this course is to develop an understanding and appreciation of a wide variety of music through group singing. Time will be spent in developing a fine vocal ensemble and working towards an ability to sight sing at least simple four-part music and maintain fine tone color and excellent pitch. More ambitious choral works will be worked on in greater detail in order to acquaint the student with the finest choral literature.

INSTRUMENTAL MUSIC. Two classroom and two evening rehearsal hours. Qualified instrumentalists may take this course in their Upper Middle and/or Senior years. A basic knowledge of a band or orchestral instrument is required. The purpose of the course is three-fold, to develop an understanding and appreciation of a wide variety of music through sight reading, to develop knowledge of the mechanics of music by extensive work on a more limited number of works, and to develop a greater facility with the chosen instrument through a greater opportunity for playing it in a group.

MUSIC APPRECIATION. Two hours. This course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. The course is open to Seniors as an elective, and also to qualified Upper Middlers.

HARMONY. Two hours. This is a course which equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite to this course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. Lessons are normally given without charge to members of the school orchestra and the band. For particularly advanced students ar-

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rangements are made for a teacher to come out from Boston, for which there is a small fee. For piano and organ students there is a separate charge of \$100 per year for weekly half-hour lessons, and \$200 for weekly hour lessons. The charge for voice lessons is comparable. A staff of distinguished teachers is available for this instruction.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses except Instrumental Music and Choral Music.

CHAMBER ORCHESTRA. The school chamber group meets weekly and plays a wide variety of music. This group occasionally presents concerts at the Academy and at neighboring schools.

MARCHING BAND. During the football season the school Marching Band performs at the half-time of every game. This group (which meets twice weekly for musical rehearsals, and once a week for marching practice) develops unusual facility in playing band music, as well as in performing intricate maneuvers on the field.

CONCERT BAND. The Concert Band is formed after the end of the football season. This group prepares serious and semi-classical music, arranged for Band, for presentation in a series of concerts at Phillips Academy and at neighboring girls' schools. The Brass Choir, made up of members of this group, often joins the Chapel Choir in presentation of sacred music in the Chapel. They also frequently perform at Glee Club and Band concerts.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

GLEE CLUB. The Glee Club consists of one hundred members, and meets twice a week for rehearsals. Secular part songs are prepared for joint concerts with the glee clubs of neighboring girls' schools. Occasionally the Glee Club collaborates with the Dramatic Club in the presentation of operettas in George Washington Hall.

CHOIR. The Chapel Choir consists of fifty students. In their rehearsals, once a week and before the service on Sunday, they prepare the music to be sung in the Chapel, in which they maintain a high standard of choral singing. Once each term, choirs from nearby girls' schools join the Chapel Choir in the presentation of a special musical service.

RELIGION

BIBLE I. Two hours. This course traces the development of the most important religious concepts of the Old and New Testaments. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters,

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the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This course is given to all members of the Lower Middle Class.

BIBLE 2. Two hours. No prerequisite. This is an elective course for Uppers and Seniors, who wish to make a more intensive study of the Old and New Testament Scriptures than that offered in the Lower Middle Year.

RELIGION. Four hours. This is an elective course for Seniors. It includes a term's study of eleven living religions of the world and their sacred writings. The second part of the course is devoted to a study of the New Testament. The third term's work includes study and discussion of the basic doctrines of the Jewish and Christian faiths.

ANATOMY

Two hours. This survey course, for Seniors and Upper Middlers, is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics. The text in use is *Atlas of Human Anatomy* by Barnes and Noble.

ANTHROPOLOGY

Two hours. An elective course, offered by the Robert S. Peabody Foundation for Archaeology, is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

PHILOSOPHY

Two hours. This course offers an introduction to some of the major problems of philosophy in ethics, politics, and metaphysics. The reading consists of the Platonic dialogues dealing with the trial and death of Socrates, the *Protagoras*, the *Symposium*, and the *Republic* (in part), Joad's *Guide to Philosophy and Metaphysics*. In the spring term a book by some contemporary philosopher, such as Santayana, Whitehead, or Langer is read.

SOCIAL PROBLEMS

Two hours. This elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

BUILDINGS AND EQUIPMENT

GROUNDS

The Main Campus is composed of three focal points: the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond. On the main campus are situated most of the older Academy buildings, largely of brick with stone trimmings in the Georgian Colonial style. These have been used in some degree as models for the newer structures, but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity.

The Brothers Field (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide five football fields, five baseball diamonds, four soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

The Old Campus and other fields are also used for baseball, football, soccer, and tennis.

The Moncrieff Cochran Sanctuary (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of

land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

SPECIAL BUILDINGS

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was

presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as among the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are 76,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly

housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 247 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., except for the period 5 to 6:15 P.M.; Saturdays from 8 A.M. until 6 P.M.; and Sundays from 2:30 until 9:45 P.M.

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the south-eastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the

stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list which is available at the museum office.

The building is open on weekdays from 9 A.M. to 5 P.M. and on Sundays from 2 to 5 P.M.

*DORMITORIES

Foxcroft Hall (1809), two entries for sixteen boys each.

Bartlet Hall (1821), two entries for seventeen boys each.

Draper Cottage (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

Pemberton Cottage (1893), for eight boys. The gift of Melville C. Day, class of 1858.

Andover Cottage (1893), for fifteen boys. The gift of friends in Andover.

Eaton Cottage (1893), for ten boys. The gift of Melville C. Day, class of 1858.

Bancroft Hall (1900), two entries totalling thirty-two boys. The gift of Melville C. Day, class of 1858.

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, offer accommodations for fifty-two Juniors.

Bishop Hall (1911), two entries totalling forty boys.

Day Hall (1911), two entries for twenty-three boys each. The gift of Melville C. Day, class of 1858.

*See page 28 under "Plan of Residence and Eating."

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Adams Hall (1912), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Taylor Hall (1913), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Johnson Hall (1922), two entries for twenty boys each.

Paul Revere Hall (1929), two entries totalling forty-four boys. The gift of Thomas Cochran, class of 1890.

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors.

The following thirty-one houses, known as **Faculty Houses and Cottages**, provide accommodations in relatively small groups for most of the Lower Middle Class and for a few members of the other classes:

Abbot House	Fay House	Pease House
America House	French House	Salisbury House
Blanchard House	Frost House	Samaritan House
Carter House	Gould House	Smith House
Cheever House	Greene House	Stowe House
Churchill House	Hardy House	Tilton House
Clement House	Hayward House	Tucker House
Cole House	Jackson House	Willis House
Coy House	Merrill House	Williston House
Farrar House	Moorehead House	Woods House
	Park House	

CLASSROOM BUILDINGS

Pearson Hall (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922

the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for classrooms.

Bulfinch Hall (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen classrooms and a number of conference rooms for the exclusive use of the English Department.

Graves Hall (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it is now the headquarters of the Music Department. The instrumental music moved into the top floor in the summer of 1951, and a number of practice rooms for piano, instrumental, and vocal students are being constructed.

Samuel Phillips Hall (1924) was given by the alumni and friends of the school. It contains classrooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

George Washington Hall (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which Wednesday and Saturday morning assemblies are held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

Samuel F. B. Morse Hall (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph,

and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

OTHER BUILDINGS

The Gymnasium (1901; 1951) is a large single unit composed of two parts. **The Borden Gymnasium** was erected in 1901 from gifts, the largest of which was that of Matthew C. D. Borden, Class of 1860. **The Memorial Gymnasium** was built in 1951 as a tribute to Andover's sons who were lost in World War II. The combined facilities include four basketball courts; a seventy-five foot, six-lane swimming pool; a separate pool for diving with high and low boards; a spacious wrestling room; a large general exercise room; and five squash courts.

Isham Infirmary (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

Peabody House (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

Memorial Tower (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in World War I. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

Case Memorial Building (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

Sumner Smith Artificial-Ice Hockey Rink. On the north-east side of the "Cage" is an out-door, artificial-ice hockey rink constructed in 1950 through alumni generosity. Its skating surface is usable in temperatures up to fifty degrees, and the hockey season has thereby been greatly lengthened.

The Commons (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. The building is divided into four large halls, one for each of the four classes, and there are three smaller rooms providing meeting and dining facilities for activity groups. Each hall is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished. The kitchen and serving pantries are fully up-to-date in equipment.

The Andover Inn (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment. Reserva-

tions for special occasions such as the opening of school and graduation should be made well in advance through Mr. Edward A. Romeo, Manager.

The Cochran Church (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ.

In 1950 the dissolution of the fraternity system at Andover made the following buildings available for the uses indicated:

Alumni House serves as a gathering place for returning alumni. It contains sleeping, eating, and recreational facilities.

Cooley House is used by the Athletic Department for team meetings, by Philo for discussion groups, and by the Alumni Office for after-game teas for parents and visiting teams.

Benner House furnishes a centrally located snack bar open to the entire school community at appropriate hours.

Graham House is the headquarters of the Phillips Society and its many social gatherings.

Senior House is the social and recreational center for the entire Senior Class.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES. For declamation. Open to members of English 3, 4, and 5. \$20, \$15, and \$10. Established (1878) by Warren F. Draper, Class of 1843, (sustained since 1867). Awarded 1953 to (1) John Brownell Oettinger, (2) James Philip Kase, (3) Robert Frazer Vail.

MEANS PRIZES. For declamation of original essays. Open to members of English 3, 4, and 5. \$23, \$12, and \$10. Established (1879) by William G. Means, of Andover, (sustained since 1868). Awarded 1953 to (1) John Edward Ratté, (2) James Philip Kase, (3) Frederic Anthony Rzewski.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$51 to the winning team. Established (1910) by Henry S. Robinson, of Andover, (sustained since 1896). Divided equally 1953 between Carl George André, Steven James Cohen, Randolph Hobson Guthrie.

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. Sustained by the late Charles H. Schweppe, Class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe. Divided equally 1953 between William Henry Joseph and Edmund Chetwynd Smith.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$12 and \$8. Established (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916). Divided equally 1953 between Raymond Davis Oliver and William Eric Aiken.

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$30. Established (1923) by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1953 to John Hugo Poppy. Honorable mention: Raymond Davis Oliver.

LANGLEY PRIZE. For an essay on Charles Dickens, open to the entire school. \$10. Established (1927) by Stephen S. Langley, Class of 1863. Awarded 1953 to Raymond Davis Oliver.

LEONARD PRIZES. For declamation of original essays. Three prizes of books. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Department of English, in memory of the late Arthur W. Leonard, former Head of the English Department. Awarded 1953 to (1) Thomas Hoel Lawrence, 3d, (2) Edward Arnley Hopkins, and (3) James Bell Benedict, Jr.

CARR PRIZES. For skill in oral English. \$16, \$12, \$8, and \$4. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, Class of 1922. Awarded 1953 to (1) Bardyl Walling Tirana, (2) Michael Davidson West, and (3) Thomas Hoel Lawrence, 3d.

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BURNS PRIZES. For an original poem. Three prizes of \$15 each to be awarded to one boy in each of the three upper classes. Established (1944) by Mrs. John P. O'Rourke in memory of her son, Lieutenant Charles Snow Burns, Class of 1941. Awarded 1953 to Anthony Barnes Pratt, Hollis William Frampton, Jr., and John Edward Ratté.

SUMNER R. KATES PRIZE. For an essay in American Literature. \$20. Sustained (since 1950) by Sumner R. Kates, Class of 1938. Awarded 1953 to David Malcolm Craton.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$25, \$10, and \$5. Established (1879) by Joseph Cook, LL.D., Class of 1857. Awarded in 1953 to (1) Donald Boyden Ryder, (2) Richard Borden Turner, (3) Edmund Chetwynd Smith.

WEIR PRIZE. In New Testament Greek. \$50. Established (1928) by Rev. William N. Weir, Class of 1895. Awarded in 1953 to Donald Boyden Ryder. Honorable mention: Florentius Willem Kist.

DOVE PRIZES. In Latin. Open to Seniors or members of Latin 4. \$25, \$15, and \$5. Established (1915) by George W. W. Dove, Class of 1853 (sustained since 1880). Awarded 1953 to (1) Terence Lee Porter, (2) Edmund Chetwynd Smith, (3) Charles Cameron Dickinson, 3d.

DEPARTMENT PRIZES. For excellence in Latin translation, composition, and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. \$10 and \$5. Awarded 1953 to (1) John Andrew Sullivan, Jr., (2) James Joseph Curry. For recitation from memory of poetry or prose. \$10. Awarded 1953 to Edward Warren Powell.

Open to students in Latin 2. Translation and composition. \$10 and \$5. Awarded 1953 to (1) Thomas Anthony Carnicelli and (2) divided between William Owen Martin, 3d and Michael Davidson West. For recitation from memory of poetry or prose. \$10. Awarded 1953 to Perry J. Lewis.

Open to students in Latin 1. For recitation from memory of poetry or prose. \$10. Awarded 1953 to George Bundy Smith. Honorable mention: Edward Carroll Taylor.

JOHNSON PRIZE. In Greek composition. \$10. Established (1932) by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, Class of 1875, (sustained since 1924). No award in 1953.

VALPEY PRIZES. In Latin composition. \$15. In Greek composition, \$15. Open to the Upper Middle Class. Established (1896) by Rev. Thomas G. Valpey, Class of 1854. Awarded 1953 in Latin to John Andrew Sullivan, Jr. Honorable mention: George Wei-ming Fang. No award in Greek in 1953.

BENNER PRIZE. For excellence in first-year Greek. \$25. Established (1950), sustained (since 1939) by the Rogers Associates, Inc. in honor of Allen Rogers Benner, Class of 1888, for forty-six years Professor of Greek in Phillips Academy. Awarded 1953 to Henry MacPherson Brown.

CATLIN PRIZE. \$1000. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his

Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the Class of 1863. Awarded 1953 to Edmund Chetwynd Smith.

GERMAN

STEVENSON PRIZE. In German composition, oral and written. \$10. Open to the Senior and Upper Middle Classes. Established (1904) by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1953 to Raymond Davis Oliver.

VAN DER STUCKEN PRIZE. For proficiency in German. \$20. Sustained anonymously (beginning in 1952) in memory of Dirk Hugo van der Stucken, instructor in German at Phillips Academy, 1928-1948. Divided equally 1953 between Florentius Willem Kist and Raymond Davis Oliver.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. Established in part (1909) by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868. Awarded 1953 to Peter Gray Banta.

DEPARTMENT PRIZES. For aural ability. First and second prizes in books awarded to those students in their first and second year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

Awarded 1953 in French 1 to (1) Orrin Melville Clark, (2) Manuel Jose Cabral.

Awarded 1953 in French 2 to (1) Donald Boyden Ryder and (2) John Neal Daly.

SPANISH

HAYDEN PRIZE. Awarded to that member of the Junior or Lower Middle Class who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. \$25. Established (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile. Awarded 1953 to Richard Max Bergmann.

HISTORY

SMITH PRIZE. In American History covering the years 1775-1936. \$50. Sustained (since 1924) by Lloyd W. Smith, Class of 1892. Awarded 1953 to Edmund Chetwynd Smith.

HAYMOND PRIZES. In American History. \$50. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of \$25 and \$10 respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, Class of 1942 and Thomas Arnette Haymond, Class of 1943. Awarded 1953 to (1) Edmund Chetwynd Smith, (2) Joel Herbert Sharp, Jr. and (3) John Ingalls Keith. Honorable mention: William Eric Aiken, Mortimer Leo Downey, 3d, and David Arthur Jenness.

LAUDER PRIZES. In History of England and the British Empire. First prize \$27.50; second \$17.50. Competitive examination. Established (1916), sustained (since 1913), by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1953 to (1) Roger Nicholas Beilenson, (2) Peter Chapman Mohr.

MARSHALL S. KATES PRIZE. In American History. \$20. Awarded to an undergraduate taking the course in History of the United States for an essay on a topic in the field of American History. Established (1952) by Marshall S. Kates, Class of 1939. Awarded 1953 to David Malcolm Craton.

GRACE PRIZES. In American History. \$50, \$30, and \$20. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. Established (1952) by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1953 to (1) Randolph Hobson Guthrie, Jr., (2) Edmund Newton Ansinn, (3) William Henry Joseph. Honorable mention: Donald Lewis Shapiro.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numerals, loci, and constructions. \$100, \$75, \$50, \$25, and \$10. Established (1898) by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1953 to (1) Donald Boyden Ryder, (2) Laurence Roger Lewis, (3) Ransford Comstock Pyle, (4) George Howard Shapiro, (5) Donald Thorpe Greene.

EATON PRIZE. In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. Sustained (since 1938) by Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics. Awarded 1953 to Alexander Saunders, Jr.

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of classroom work and an examination. \$25 and \$15. Established (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics from 1873 to 1921. Awarded 1953 to (1) Fritz Osther, Jr., (2) Charles Dana Redman.

BAILEY PRIZE. In Lower Middle Mathematics. \$25. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1953 to Frederick William Byron, Jr.

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school mathematics. \$125, \$75, and \$25. Established (beginning 1954) by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, an instructor at Phillips Academy from 1933 to 1951.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$10. Sustained (since 1900) by William S. Wadsworth, M.D., Class of 1887. Awarded 1953 to William Richard Crowther.

WADSWORTH PRIZE. In Biology. To the student holding the highest rank in Biology for the year. \$10. Established (1953) by William S. Wadsworth, M.D., Class of 1887. Awarded 1953 to Frederic Pafford Anderson.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$45. Established (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, trustee of Phillips Academy, 1912-1923. Awarded 1953 to Robert Eugene Kohler, Jr.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest average grade in ten hours of the Natural Sciences studied while at Phillips Academy. \$900. Established (1945) by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937. Awarded 1953 to Richard Yerkes Kain.

MARSH PRIZE. In Biology. To a student in the school who has been outstanding in interest and attainment in the Biological Sciences. \$25. Sustained (1936-1949) by the Headmaster and (since 1950) by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1953 to Charles Harold Helliwell, Jr.

BAUSCH & LOMB HONORARY SCIENCE AWARD MEDAL. For exceptional progress in science studies. Awarded 1953 to Joel Davis.

MUSIC

CUTTER PRIZE. For proficiency in orchestral, especially stringed, instruments. \$40. Established (1925) by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1953 to Lauro de Bosis Storm Halstead.

POYNTER PRIZE. For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. \$20. Established (1943) in memory of Edward Pitkin Poynter of the Class of 1940, who gave his life for his country in the aviation service on July 15, 1943. Awarded 1953 to Bradford Lovejoy.

JONES PRIZE. For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$20. Established (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1953 to Robert Church Fletcher.

COLLIER PRIZE. Awarded for proficiency in the playing of the piano. \$25. Established (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy. Divided equally 1953 between Bengt Folke Fornstad and Frederic Anthony Rzewski.

FULLER MUSIC PRIZE — A prize of \$500 contributed by Mr. Samuel L. Fuller, Class of 1894, to be awarded irrespective of scholarship grants to a musical student who has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower after all chapel exercises during the school year and on such other occasions as may be directed by the Headmaster. Awarded 1953 to Alan Ralph Alberts.

PHILLIPS ACADEMY

BAND PRIZE. For that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. Sustained (since 1953) by the Department of Music. Divided 1953 equally between Joel Davis and David Force Hayes.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. Sustained (from 1932) and established (1942) by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1953 to Carl George André.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. Given in memory of Augustus Porter Thompson, 3rd, Class of 1928. Awarded 1953 to James Wilson Rayen.

ADDISON GALLERY ASSOCIATES PRIZE. For a student who has distinguished himself in art as well as in other activities. \$25. Sustained (since 1941) by the Addison Gallery Associates. Awarded 1953 to John Edward Ratté.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan. Awarded 1953 to Hollis William Frampton, Jr.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935. Awarded 1953 to John Harrison Hosch, III.

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. Sustained (since 1944) by Eugene S. Bierer, Class of 1943. Awarded 1953 to Robert Eugene Sullivan.

BUTLER-THWING PRIZE. For the member of the Junior Class with highest marks in entrance examinations. \$20. Established (1918) by Capt. Francis Butler-Thwing, Class of 1909. Awarded 1953 to Daniel Catlin, Jr.

BYER MEMORIAL. A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, Class of 1938. Awarded 1953 to David Amherst Norris.

FACULTY PRIZE. For the Senior graduating with the highest average in scholarship. \$100. Established (1923) by Sanford H. E. Freund, Class of 1897, (sustained since 1912). Awarded 1953 to David Amherst Norris.

FEDERATION OF HARVARD CLUBS PRIZE. For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover. Awarded 1953 to Kenneth Albert Pruett.

FULLER PRIZE. Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal.

Sustained (since 1912) by Samuel Lester Fuller, Class of 1894. Awarded 1953 to John Hugo Poppy.

HOCKEY PRIZE. To a member of the Hockey Team who is in good scholastic standing and who during his association with hockey at the school has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Sustained (since 1944) by Sumner Smith, Class of 1908. Awarded 1953 to Richard Courtney Starratt.

HOPKINS PRIZE. To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. \$200. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of John P. Hopkins. Divided equally 1953 between thirty-two winners.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$50. Established (1953) by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1953 to John Stephens Robertson.

IMPROVEMENT PRIZE. \$100. Awarded annually to that member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development in character and scholarship. Given by a member of the Class of 1916. Awarded 1953 to John Ingalls Keith.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1953 to John Edward Ratté.

LORD PRIZE. Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Established (1946) by Mason Faulconer Lord, Class of 1944. Awarded 1953 to David Amherst Norris.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$35. Established (1931) by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his senior year. Awarded 1953 to John Hugo Poppy.

SCHUBERT KEY. Awarded annually to a member of the Senior Class who has excelled in varsity athletics and who best has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A key. Established (1950), sustained (since 1944) by the Eta Delta Phi Society in memory of Edmund John Schubert of the Physical Education Department. Awarded 1953 to Peter Michael Capra.

SCHWEPPE (RICHARD JEWETT) PRIZE. Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. \$40. Established (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1953 to Gerard Loomis Snyder.

STEARNS PRIZE. Awarded annually in honor of Dr. Alfred E. Stearns, Class of 1890, Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly

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place in which to live. \$50. Sustained (since 1951) anonymously. Awarded 1953 to Edmund Francis Goldman.

SULLIVAN PRIZES. Four prizes, of \$200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1953 to George Van Angelis, class of 1952, William Henry Joseph, David Edward Green, and John Sprague Upton.

VAN DUZER PRIZES. Two prizes of \$250 each, awarded as outlined below. Sustained (since 1912) in memory of Henry S. Van Duzer, Class of 1871.

(a) **ANDOVER-HARVARD.** "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1953 to Roger Nicholas Beilenson. (b) **HARVARD-ANDOVER.** "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1953 to Warren Blair Harshman, Class of 1952.

WARREN PRIZE. "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty." \$40. Established (1925) by Frank Dale Warren, Jr., Class of 1915, in memory of his father, of the Class of 1879. Awarded 1953 to Francis Thomas Seery, Jr.

WELLS PRIZE. A prize of \$50 to be awarded annually to the member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory this prize is given. Sustained (beginning in 1953) by Mr. and Mrs. J. Brent Wells in memory of their son, the late Anthony Peter Wells, admitted to the Class of 1956. Awarded 1953 to Langley Carleton Keyes, Jr.

YALE BOWL. Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. Awarded 1953 to John Harrison Hosch, III.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or established, were first awarded.

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SCHOLARSHIPS

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of \$4,000.	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.....	7,762.64
SAMUEL FARRAR (1865), treasurer of Phillips Academy from 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
JANE AIKEN CLARKE (1870). James G. Clarke, Class of 1839, in memory of his mother.....	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1848, in memory of his brother, of the Class of 1847. For boys from Andover....	500.00
CLASS OF 1878 (1878), Senior classical class.....	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
HIRAM W. FRENCH (1879), Class of 1839.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.....	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the Class of 1875	1,000.00
STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, Class of 1875	1,450.14
WARREN F. DRAPER (1890), Class of 1843.....	1,000.00
CHARLES L. FLINT (1890), Class of 1845. Preference to boys from Middleton, Mass.....	5,000.00

PHILLIPS ACADEMY

HENRY P. HAVEN (1890). Trustees of Henry P. Haven estate, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....	1,000.00
JOSEPH DOWE (1892), Class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the Class of 1840.....	1,000.00
MARY W. HOLBROOK (1900).....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, of the Class of 1908.....	5,000.00
GEORGE RIPLEY (1908).....	2,500.00
T. AUGUSTUS HOLT (1909). For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913), Class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp estate, in memory of her brother, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
SAMUEL M. EVANS (1922), Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the Class of 1889.....	1,425.00
ABRAHAM B. COFFIN (1924), Class of 1852.....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father.....	2,515.65
JAMES H. HASTE (1930; 1933-34; 1944), Class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931; 1937), Class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932), Class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00

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OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.....	500.00
DAVID AND LUCY HAYWARD SHAW (1939). Preference to boys from Andover.....	10,000.00
SUMNER SMITH (1943), Class of 1908. Balance of income after Hockey Prize (see page 83).....	1,142.31
ARTHUR L. KERRIGAN (1945), Class of 1915.....	2,500.00
ABBOT STEVENS (1945; 1946), Class of 1907.....	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, Class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946), Class of 1896.....	2,500.00
ROBERT D. MILLS (1947), Class of 1893.....	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.....	2,000.00
NEWTON-HINMAN (1950). Ahlers Association in honor of Frederick E. Newton, '93, and George W. Hinman, '94, former instructors at Phillips Academy and faculty guardians of the PBX Society.....	22,243.17
SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
AGC SOCIETY (1950). The Rogers Associates, Inc.....	24,461.94
Balance of income after the Benner Prize (see page 78)	
AUV SOCIETY (1950). AUV Corporation.....	35,000.00
EDP SOCIETY (1950). The Eta Delta Phi Society.....	5,000.00
Balance of income after the Schubert Key (see page 83).	
FLD SOCIETY (1950). The Davison Associates, Inc.....	18,046.14
KOA SOCIETY (1950). The Blodgett Association.....	35,176.17
PAE SOCIETY (1950). The Cooley Association.....	48,912.57
PBX SOCIETY (1950). (See Newton-Hinman, above.)	
PLS SOCIETY (1950). Phi Lambda Sigma Association.....	17,000.00
ANONYMOUS (1951).....	1,000.00
ISABEL C. MCKENZIE (1952). Mrs. Isabel C. McKenzie.....	25,000.00

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.....	5,000.00
Awarded 1953 to James Joseph Curry.	

PHILLIPS ACADEMY

<p>ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, Class of 1912, who died in the military service of the United States, 1918.... "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."</p>	6,000.00
<p>Awarded 1953 to Peirson Sterling Page Bennett.</p>	
<p>GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892..... "The income is used annually for the assistance of a worthy student or students of limited means."</p>	10,000.00
<p>Awarded 1953 to James Edgar Liles.</p>	
<p>GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen..... "The income is awarded annually to a deserving student of character and promise and of limited means."</p>	5,000.00
<p>Awarded 1953 to Robert Dockser.</p>	
<p>REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895..... "The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."</p>	3,000.00
<p>Awarded 1953 to Peter Edwin Gerschefski.</p>	
<p>CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906..... "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."</p>	5,000.00
<p>Awarded 1953 to Kenneth Albert Pruett.</p>	
<p>ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, of the Class of 1897..... "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."</p>	5,000.00
<p>Not awarded in 1953.</p>	
<p>SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the Class of 1923..... "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the</p>	5,000.00

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judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1953 to John Casper Kohr.

WILLIAM THOMPSON REED MEMORIAL (1930). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929. 11,100.00

"The income is awarded annually to a student of character and promise at the beginning of his Senior year."

Awarded 1953 to Nicholas Paul Janus.

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the Class of 1898 5,000.00

Awarded 1953 to David Saul Paresky.

AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, Class of 1892. 5,000.00

"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

Awarded 1953 to Robert Stockton Rogers, Jr.

CHARLES W. CARL (1944-46; 1950-52). Charles W. Carl, Class of 1910. 12,000.00

"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."

Awarded 1953 to Richard Courtney Starratt.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the Class of 1922. 2,500.00

"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

Awarded 1953 to James Alexander Erksine Spencer.

HERBERT E. STILWELL (1945). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the Class of 1941, who was lost in the English Channel on a mission during the war. 10,000.00

"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

Awarded 1953 to Donald Boyden Ryder.

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MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891.....	5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."	
Awarded 1953 to John Andrew Sullivan, Jr.	
MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents.....	12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."	
Awarded 1953 to Kenneth Albert Pruett.	
RAY A. SHEPARD (1949-50; 1953). Friends of Ray A. Shepard, former Athletic Director of Phillips Academy.....	2,595.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."	
Awarded 1953 to Richard Bell Smith.	
SUISMAN FOUNDATION (1949-50). The Suisman Foundation, Inc...	5,000.00
The income is to be awarded annually to a student selected by the Scholarship Committee.	
Awarded 1953 to David Joel Steinberg.	

ANNUAL GIFT SCHOLARSHIPS

PHILLIPS SOCIETY SCHOLARSHIP. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Sustained (since 1934) by the Phillips Society. Awarded 1953 to George Wei-ming Fang and George Bundy Smith.

FOX SCHOLARSHIP. "To be awarded annually in the sum of \$500. to a student who is preparing for Yale University who is in need of financial aid and who, in the opinion of the headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him an outstanding person in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox of the Class of 1934 in memory of his father, the late Alan Fox of the Class of 1899. Awarded 1953 to Henry MacPherson Brown.

STUDENTS—1953-1954

GEOGRAPHICAL REPRESENTATION

Massachusetts	179	Vermont	4	Puerto Rico	5
New York	139	Wisconsin	4	Hawaii	1
Connecticut	82	Alabama	3	Philippine Islands	1
New Jersey	47	Kansas	3	England	3
Pennsylvania	42	New Mexico	3	France	3
Illinois	23	Tennessee	3	Brazil	2
California	20	West Virginia	3	Canada	2
Ohio	20	Arizona	2	Colombia, S. A.	2
Texas	13	Louisiana	2	Costa Rica, C. A.	2
New Hampshire	12	Maryland	2	Peru	2
Maine	11	Minnesota	2	Aruba, N. W. I.	1
Michigan	9	Nebraska	2	Cuba	1
North Carolina	9	South Carolina	2	Dom. Rep. W. I.	1
Colorado	7	Arkansas	1	Germany	1
Florida	7	Indiana	1	Italy	1
Georgia	7	Mexico	1	Spain	1
Kentucky	7	Mississippi	1	Taipeh, Formosa	1
Virginia	7	Washington	1	Uruguay, S. A.	1
Missouri	5	Wyoming	1	Venezuela, S. A.	1
Delaware	4	District of Columbia	14		
Rhode Island	4				741

CLASSIFICATION

Seniors	233
Upper Middlers	219
Lower Middlers	183
Juniors	106

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NAMES

s Ackerman, Albert Bernard <i>Elizabeth, N. J.</i>	u Alexander, Thomas Wallace <i>Kansas City, Mo.</i>
u Adams, John Perry <i>Adamston, Canaan, N. Y.</i>	u Algase, Roger <i>New York, N. Y.</i>
s Adamson, Frank Marshall, Jr. <i>Merion, Pa.</i>	L Allegaert, Peter <i>South Orange, N. J.</i>
u Agee, William Cameron <i>Scarsdale, N. Y.</i>	s Alsup, William Myer <i>Cody, Wyo.</i>
s Alberts, Alan Ralph <i>Newton Highlands</i>	L Andel, Peter Michael <i>Rockville Centre, N. Y.</i>

- s Anderson, Frederic Paffard
Noank, Conn.
- s Andrews, Halsey Irwin
Arlington
- J Andrews, Walter Fenton
Melrose
- L Andrus, Carlton Farquhar
Lake Forest, Ill.
- J Angier, Roswell Parker
Auburn, Maine
- J Arabian, Ralph Harry
Andover
- U Arnold, David Raleigh
Alexandria, Va.
- U Atherton, David Robert
Montclair, N. J.
- J Atkinson, Robert Rehm
Burlingame, Calif.
- s Ayer, Douglas Levering
Cold Spring Harbor, L. I., N. Y.
- L Bagnoli, Thomas Cesare
Englewood, N. J.
- U Baird, Joel Sheridan
Cleveland, Ohio
- L Banta, David Horace
Hackensack, N. J.
- s Barker, Robert Hewitt
Winnetka, Ill.
- L Barlofsky, Lyle William
Lowell
- U Barlow, Milton McClintock
Kansas City, Mo.
- U Barnes, Gerald Weygandt
Montrose, Pa.
- L Barnum, David Burrall
Greenwich, Conn.
- U Barrett, Olin
South Pasadena, Calif.
- L Barrows, Raymond Reed, Jr.
Seaford, Del.
- L Bartlett, Edward Totterson, 3d
Cleveland Heights, Ohio
- L Bay, John Michael
Flushing, N. Y.
- J Bayfield, William, 3d
Washington, D. C.
- U Beale, Joseph Stevenson
Hinsdale, Ill.
- J Beane, Alpheus Crosby
Greenwich, Conn.
- s Beasley, George Montford, 3d
Troy, N. C.
- U Beaumont, Geoffrey Campbell
Los Angeles, Calif.
- s Behn, Peter Christian
Greenwich, Conn.
- s Behrman, David Arthur
New York, N. Y.
- s Beilenson, Roger Nicholas
Mt. Vernon, N. Y.
- U Bell, Louis Michael
State College, Pa.
- L Benedict, James Bell, Jr.
Cincinnati, Ohio
- L Bennett, Peirson Sterling Page
Assinippi
- J Bergeron, Alan Aspinwall
Emsworth, Pa.
- U Bergmann, Richard Max
Mill Valley, Calif.
- L Berling, Robert Elliot
Woodmere, N. Y.
- L Bernat, Eliot Donald
West Newton
- s Berson, Eliot Lawrence
Chelsea
- s Best, George Robert
Andover
- J Bethell, Thomas Noble
South Essex
- L Bienstock, Paul Abraham
New York, N. Y.
- L Birch, Robert Salisbury
Boonton, N. J.
- J Bissinger, Thomas Newton
San Francisco, Calif.
- L Black, Malcolm Wallace, Jr.
Greenwich, Conn.
- U Blackmer, Alan Rogers, Jr.
Andover
- L Blair, McClellan Gordon
Indiana, Pa.
- U Blake, Dale Winsor
Andover
- J Blanchard, Alan Franklin
Hyattsville, Md.
- s Blanchard, Albert Chick
Bangor, Maine

- s Blank, Leslie Harrod, Jr.
Tampa, Fla.
- U Blatt, Daniel Harry
Haverstraw, N. Y.
- s Block, Philip Dee, 3d
Chicago, Ill.
- s Bloom, John Arthur
Methuen
- L Blumsack, Richard Earle
Somerville
- s Blunt, William Williams
Scarsdale, N. Y.
- s Blyth, Henry Adams
Palm Beach, Fla.
- U Boldt, Waldemar Harris
Binghamton, N. Y.
- U Borré, Peter Celestine, Jr.
Rome, Italy
- s Bouce, Paul-Gabriel René Germain
Dijon, France
- L Bowers, Philip James, Jr.
Fair Haven, N. J.
- L Boyd, Richard Klemm, Jr.
Arlington, Va.
- s Boyer, Frederick Alger
Grosse Pointe, Mich.
- s Bradley, David Burford
Greenwich, Conn.
- U Bradley, Peter Farrell
Corning, N. Y.
- L Brady, Hugh Parsons
Los Altos, Calif.
- s Bragg, William John
Harrison, N. Y.
- L Breasted, James Henry, 3d
Kent, Conn.
- U Briggin, Clifford Stanley
Larchmont, N. Y.
- U Briggs, Peter Garland
Marblehead
- J Broadbent, Peter Allan
Pembroke
- J Brockunier, Charles Marden
Cambridge
- J Brooks, Scott Archbald
Dallas, Pa.
- U Brown, Douglas Coffin
Keene, N. H.
- U Brown, Henry Hewett
Louisville, Ky.
- U Brown, Henry MacPherson
Salem
- U Brown, Keith Spalding, Jr.
Amado, Ariz.
- J Browne, Roscoe Willett
Louisville, Ky.
- L Brownstone, Louis H., 3d
San Francisco, Calif.
- U Brubaker, John Kreider
Lebanon, Pa.
- s Bruce, Duane Frisbie
Caldwell, N. J.
- s Bullock, William Clapp
Darien, Conn.
- U Burgess, Wells Daniels
Shrewsbury
- J Burke, Arnold Thomas
Madison, Conn.
- L Burke, Thomas Francis
Darien, Conn.
- J Burnes, Robert Frederick
Lawrence
- J Burnham, Frederic Bradford
Troy, N. Y.
- U Burns, Thomas Reardon
Washington, D. C.
- s Burr, John Rockwell
Brewer, Maine
- U Bushnell, Robert Gray, Jr.
Noroton, Conn.
- U Byron, Frederick William, Jr.
Dedham
- U Cabral, Manuel Jose
Republica Dominicana, W. I.
- L Callaway, Trowbridge, 3d
New York, N. Y.
- s Campbell, John Forrester
Short Hills, N. J.
- U Cannon, Wayne Dilworth, Jr.
Ho-ho-kus, N. J.
- s Carlsmith, James Merrill
Summit, N. J.
- s Carlson, Richard Duane
Bristol, Conn.
- s Carnicelli, Thomas Anthony
Framingham
- s Carr, John Francis, 3d
Cambridge

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Cincinnati, Ohio
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Scarsdale, N. Y.
- S Catlett, James Bland, Jr.
Albuquerque, N. M.
- U Catlett, LaRue Scott
Albuquerque, N. M.
- J Catlin, Brian
New York, N. Y.
- L Catlin, Daniel, Jr.
New York, N. Y.
- J Catron, David Lloyd
Akron, Ohio
- U Cheney, Benjamin Lawton
Hamden, Conn.
- J Childers, Francis Gracey
Clarksville, Tenn.
- L Clark, Robert Downs
Garden City, N. Y.
- U Clarkson, Stephen Batchelder
Rye, N. H.
- U Claxton, Brian Hunter
London, England
- L Clein, Harold Hyman
Atlanta, Ga.
- S Clemens, Frederick William
Barnstable
- S Clement, Donald Hayes, Jr.
New Bern, N. C.
- U Clevenger, Raymond Charles, 3d
Topeka, Kans.
- S Clew-Ziff, David Michael
New York, N. Y.
- U Coburn, Peter Dunlop
Winnetka, Ill.
- L Coburn, Timothy Beveridge
Winnetka, Ill.
- S Colby, Howard Alfred
Marblehead
- S Cole, Robert Rockwell
Upper Montclair, N. J.
- J Cole, Roy Wheaton, 3d
Fort Hood, Texas
- J Connell, Michael John
San Marino, Calif.
- L Connor, Marcellus Michael
Mystic, Conn.
- L Consentino, Joseph John
Lawrence
- S Constan, Samuel Davis
Brockton
- L Converse, Frank Guthrie
Haverford, Pa.
- U Cook, John Dallas
Mt. Kisco, N. Y.
- L Cook, John Taylor, 3d
Galveston, Tex.
- U Cooke, James Boxley
Charleston W. Va.
- U Cooper, Frederick Alexander
Coraopolis, Pa.
- S Cooper, James David
Hampton, Va.
- S Coryell, Ritchie Brooke
Arlington, Va.
- U Costello, Anthony Christopher
Andover
- L Countee, Thomas Hilaire, Jr.
Washington, D. C.
- U Cowles, Richard Judson
Port Huron, Mich.
- U Cox, Duncan Bulkley, Jr.
Oyster Bay, L. I., N. Y.
- U Cox, William Vernon, 2d
Auburn, Maine
- S Crabtree, John Edmund
Jacksonville, Fla.
- J Creese, Bertram Thomas
Danvers
- J Creese, William Ernest
Danvers
- S Crippen, Thomas Edward
Dallas, Texas
- J Crofoot, David Lodowick
Fort Crook, Neb.
- U Crosby, George Christian, Jr.
Wayzata, Minn.
- L Crosby, Robert Stevens
Brookline
- U Crosby, Sumner McKnight, Jr.
Woodbridge, Conn.
- L Crosby, Thomas Manville, Jr.
Wayzata, Minn.
- L Crowe, Douglas Ansel
Ipswich
- S Crowther, William Richard
Swampscott
- S Culliton, Richard Bowers
Lynn

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|---|---|
| J Curley, Edward Patrick, Jr.
<i>Marblehead</i> | s Dockser, Robert
<i>Brookline</i> |
| L Curley, John Francis, Jr.
<i>Manchester</i> | U Doherty, Anthony
<i>Chicago, Ill.</i> |
| s Curry, James Joseph
<i>Andover</i> | U Doherty, Randolph
<i>Englewood, N. J.</i> |
| s Cushing, Thomas Seth
<i>Arlington, Va.</i> | s Domingue, Robert Alton
<i>Andover</i> |
| U Daly, John Neal
<i>Rye, N. Y.</i> | L Donnelly, Eugene Russell, Jr.
<i>Pepperell</i> |
| U Danehower, Chester Conrad, Jr.
<i>Osceola, Ark.</i> | U Donnelly, Harold Francis, Jr.
<i>Arlington</i> |
| J D'Angelo, James Leonard
<i>Andover</i> | L Donovan, Arthur Lovekin
<i>Westport, Conn.</i> |
| L Darlow, George Anthony Gratton
<i>Rochester, N. Y.</i> | U Donovan, Bruce Elliot
<i>Andover</i> |
| L Davidow, Steven Archibald
<i>Rye, N. Y.</i> | s Donovan, Jerome Francis, Jr.
<i>Weston, Conn.</i> |
| s Davids, Joseph Perrill
<i>Wilmington, Ohio</i> | U Dorman, Benjamin Hallowell, Jr.
<i>Los Angeles, Calif.</i> |
| s Davis, Harold Emerson, Jr.
<i>Jaffrey, N. H.</i> | s Dorsey, Benjamin William
<i>New London, Conn.</i> |
| s Day, Kenneth Michael
<i>Malden</i> | L Douglas, John Bruce
<i>Washington, D. C.</i> |
| J Dean, Andrew John
<i>Wellesley Hills</i> | s Dove, William Franklin, Jr.
<i>Oak Park, Ill.</i> |
| L Dean, David Franklin
<i>Pikeville, Ky.</i> | s Downey, Mortimer Lee, 3d
<i>Milford, Conn.</i> |
| s Dean, William James
<i>Andover</i> | U Doykos, John Dimitri
<i>Methuen</i> |
| s Decker, Francis Keil, Jr.
<i>Chappaqua, N. Y.</i> | J Draper, John Howard, 3d
<i>Canton</i> |
| L Decker, Russell Marchant
<i>Pasadena, Calif.</i> | U Driver, David Alexander
<i>Montclair, N. J.</i> |
| U DeMerell, John Nicoll
<i>Scarsdale, N. Y.</i> | U Drummond, Gerard Kasper
<i>Lakeville, Conn.</i> |
| s Denker, Peter John
<i>Port Washington, N. Y.</i> | s Dubon, Jose Rodrigo
<i>Santurce, Puerto Rico</i> |
| L Dent, Thomas Logan
<i>Fayette City, Pa.</i> | L Duell, Charles Halliwell Pringle
<i>Riverside, Conn.</i> |
| U DeVivo, Darryl Claude
<i>Everett</i> | s DuMoulin, John
<i>San Jose, Costa Rica</i> |
| U Dickerson, Gregory Weimer
<i>Norwich, Vt.</i> | L DuMoulin, Philip
<i>San Jose, Costa Rica</i> |
| s Dickinson, Charles Cameron, 3d
<i>Charleston, W. Va.</i> | L Dunaway, Don Carlos, Jr.
<i>Rio de Janeiro, Brazil</i> |
| J Dignan, Thomas Gregory, Jr.
<i>Boston</i> | L Durfee, Allison Brown
<i>Providence, R. I.</i> |

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- U Edgerton, Robert Alson
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- J Edwards, William James
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- L Eller, Anthony Irving
Detroit, Mich.
- L Ellington, William David Turner
Stamford, Conn.
- L Ellis, William Whit
Oberlin, Ohio
- s Elsas, Louis Jacob, 2d
Atlanta, Ga.
- L Erb, Edward Alan
Cos Cob, Conn.
- L Erickson, John Allen
Mitchel Air Force Base, N. Y.
- s Erlandsen, Peter Oscar
Garden City, N. Y.

- s Fagan, Charles Aloysius
Pittsburgh, Pa.
- U Faigel, Martin Joseph
Lawrence
- L Faillace, George Anthony
Barranquilla, Colombia, S. A.
- s Faison, Dempsey West, Jr.
Hato Rey, Puerto Rico
- J Fallon, George Poole
Seaford, Del.
- s Fang, George Wei-ming
Cambridge
- U Faurot, Allen Reed
Hinsdale, Ill.
- s Faurot, Charles Henry
Hinsdale, Ill.
- s Feldman, Robert Alan
Forest Hills, N. Y.
- U Ferguson, Robert Harry Munro
New York, N. Y.
- J Field, Benjamin Rush, 3d
West Hartford, Conn.
- U Fisher, Thomas Davis
Larchmont, N. Y.
- U Fisher, William Douglas
Omaha, Neb.
- s Fisk, John Robinson
Rockville, Conn.
- s Fitzgerald, John Russell
Troy, N. Y.

- L Fitzgerald, Robert Bruce
Melrose
- U Flynn, Gerrish Cecil
Concord, N. H.
- s Foote, Jonathan Lipe
Englewood, N. J.
- L Forstmann, Julius Anthony
Greenwich, Conn.
- U Fournier, Emile Haffner
Laurence
- J Fox, Thomas Hale
Williamstown
- s Frampton, Hollis William, Jr.
Cleveland, Ohio
- L Frank, William Timothy
Armonk, N. Y.
- U Freeman, Sherwood Kilpatrick
Orinda, Calif.
- L Frierson, George
New Orleans, La.
- J Frierson, Meade
Cottondale, Ala.
- s Fritsch, William Robert, Jr.
Louisville, Ky.
- L Frost, Nicholas Pepperell
Greenwich, Conn.

- J Gaede, Anton Henry
Charlotte, N. C.
- s Galligan, David Allan
Garrison-on-Hudson, N. Y.
- L Gallop, Richard Charles
Great Neck, N. Y.
- L Galyean, Jerry Richard
Charleston, W. Va.
- s Gane, Leon Cummings
Darien, Conn.
- U Ganson, John Paine
Weston
- s Gaunt, Abbot Stott
Methuen
- s Germain, James Barnie
Framingham
- s Gerschetski, Peter Edwin
Spartanburg, S. C.
- s Gilbert, William John Morgan
Sunapee, N. H.
- L Gilman, Frederick Martin
Oakhurst, N. J.

- J Girdler, Lewis
Old Greenwich, Conn.
- J Gittes, Harry Foster
Melrose
- s Glendinning, David Cross
Andover
- J Golden, Brian Michael
Winchester
- s Gonnella, Louis Joseph
Waban
- J Gonzalez, Hector
Condado, Puerto Rico
- s Goodman, David Potter
Philadelphia, Pa.
- s Goodman, Joseph Wilfred
Needham
- L Goodman, Ronald Arnold
Lowell
- L Goodyear, John, Jr.
Washington, D. C.
- U Gordon, Mark Aitken
Hazardville, Conn.
- U Gould, Robert David
Granby, Colo.
- s Graf, John Adam
Manchester, N. H.
- s Green, David Edward
Dearborn, Mich.
- U Greenberg, Arthur Jay
New Rochelle, N. Y.
- s Greene, Donald Thorpe
Aruba, N. W. I.
- U Grew, John, Jr.
Dover
- J Grigsby, Charles Towler
Norwell
- L Grimm, Trevor Alan
Los Angeles, Calif.
- U Gunn, David Lawrence
Melrose
- U Guthrie, John Simpson, Jr.
Paris, France
- U Haartz, David Winsor
Andover
- U Hale, Thomas
Slingerlands, N. Y.
- s Hall, John Wheelock
Wellesley Hills
- L Hall, Perry Edwards, 2d
Short Hills, N. J.
- s Hall, Richard Graham
New London, Conn.
- U Halsted, Stevens
Pasadena, Calif.
- J Hammond, Gary Banks
North Brookfield
- s Hammond, Henry Hodge
Cambridge
- L Hanke, George Frederick Robin
Rye, N. Y.
- s Hannon, Daniel George
Forest Hills, N. Y.
- s Hardy, Roger Bruce
Detroit, Mich.
- U Harpel, James William
Salem
- s Harris, Robert Woodman
Greenwich, Conn.
- U Harrison, David Clark
Pittsburgh, Pa.
- L Hartman, Jan Alfred S.
Columbus, Ohio
- s Harvey, Thomas Henry, Jr.
New York, N. Y.
- J Hegeman, William Wilder
Rowayton, Conn.
- L Hein, Orrin Melville Clark
Garden City, N. Y.
- s Heitmann, Theodore Colby
Scarsdale, N. Y.
- s Helgesen, Peter Erling
Rehoboth
- U Helliwell, Charles Harold, Jr.
Dover, N. J.
- s Henrick, Francis Cormier
Andover
- U Henry, John Anthony Gox
Anchorage, Ky.
- s Henry, Neil Wylie
North Andover
- L Henry, William Abbott
Hingham
- L Herrey, Julian
Flushing, N. Y.
- L Herrick, Peter Pennington
Manchester
- L Herrmann, Frederick John, Jr.
Erie, Pa.

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- | | |
|---|---|
| s Herron, Patrick Martin
<i>Auburn, N. Y.</i> | J Hull, Robert Wyatt
<i>Ashland, Ky.</i> |
| s Hickox, John Barker
<i>Glen Head, L. I., N. Y.</i> | s Hunting, Stanley Maro
<i>Rochester, N. Y.</i> |
| J Higgins, Jon Borthwick
<i>Andover</i> | J Hutchinson, Stanley Boone
<i>Chicago, Ill.</i> |
| s High, Jack Lewis, Jr.
<i>Luray, Va.</i> | U Hutton, James Draper
<i>Dover</i> |
| L Hildes-Heim, Norman Erik
<i>Fairfield, Conn.</i> | L Huxley, William
<i>West Hartford, Conn.</i> |
| U Hillman, Tatnall Lea
<i>Pittsburgh, Pa.</i> | U Ingram, Donald Allan
<i>Neponsit, L. I., N. Y.</i> |
| U Hilton, Anthony
<i>Weld, Maine</i> | J Ingram, William
<i>Neponsit, L. I., N. Y.</i> |
| L Hinish, James Edwin, Jr.
<i>New Castle, Pa.</i> | U Innes, Robert Bruce
<i>Andover</i> |
| L Hirsh, Philip Reid, Jr.
<i>Montclair, N. J.</i> | L Irish, Robert Bridgman
<i>New York, N. Y.</i> |
| L Hoadley, Silas
<i>Washington, Conn.</i> | L Irwin, Henry Johnson
<i>Denver, Colo.</i> |
| L Hoag, Anthony Phillips
<i>Darien, Conn.</i> | J Israel, John Wallace
<i>Salisbury, N. C.</i> |
| J Hoff, John Francis, 3d
<i>Princeton, N. J.</i> | U Jacobs, Eli Solomon
<i>Newton Centre</i> |
| s Hogen, Timothy Ladd
<i>Chappaqua, N. Y.</i> | L Janus, Andre Roger Guy
<i>Ipswich</i> |
| s Holderness, George Malcolm
<i>Brooklyn, N. Y.</i> | s Janus, Nicholas Paul
<i>Ipswich</i> |
| L Holland, John Timothy
<i>White Plains, N. Y.</i> | s Jaquith, Peter Comey
<i>Clinton</i> |
| L Hoopes, George Alban
<i>Oneonta, N. Y.</i> | s Jenkins, Peter Pineo, Jr.
<i>West Barnstable</i> |
| L Hopkins, Edwin Arnley
<i>Chatham</i> | s Johnson, Colin Lamont
<i>Wellesley Hills</i> |
| U Horn, Raymond Carl
<i>Lambert, Miss.</i> | U Johnson, John William
<i>Pelham, N. Y.</i> |
| L Hotelling, Edward Rawson
<i>Chapel Hill, N. C.</i> | U Johnston, Robert Claro
<i>New York, N. Y.</i> |
| U Houley, William Purcell
<i>Rochester, N. Y.</i> | U Jones, Gerard Evans
<i>Greenwich, Conn.</i> |
| U Howe, Walter Bjerke
<i>Cohasset</i> | U Jones, Maitland, Jr.
<i>Bedford, N. Y.</i> |
| J Howells, David Arthur
<i>Andover</i> | s Jones, Stratford Covert, 3d
<i>Tucson, Ariz.</i> |
| U Howells, Lloyd Thomas, Jr.
<i>Andover</i> | L Kamens, David Hunt
<i>Salamanca, N. Y.</i> |
| s Hudner, Philip Brown
<i>Fall River</i> | |
| s Hufstader, Peter Hugh
<i>Winter Park, Fla.</i> | |

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- | | |
|---|---|
| J Kammerer, William Simpson
<i>Whitestone, N. Y.</i> | L Kolofolias, John Elias
<i>Lowell</i> |
| L Karle, Jay Willard
<i>Woburn</i> | s Kraetzer, John Frederick
<i>Concord</i> |
| U Karle, Robert Faulkner
<i>Woburn</i> | s Kramer, Philip Joseph
<i>Binghamton, N. Y.</i> |
| U Kaye, Stephen Chapin
<i>Jericho, L. I., N. Y.</i> | U Krasker, Richard Davis
<i>Chestnut Hill</i> |
| s Keaney, Paul John
<i>Andover</i> | s Krass, Alfred Charles
<i>Lynbrook, N. Y.</i> |
| L Keator, Gerrit Medbury
<i>Fairfield, Conn.</i> | U Krulik, Arthur David
<i>Lynn</i> |
| s Kelleher, Mark David
<i>Winchester</i> | s Kuntz, Peter
<i>San Antonio, Tex.</i> |
| U Kelly, Arthur Lloyd
<i>Chicago, Ill.</i> | U Kurzon, Charles Gamaliel
<i>Uxbridge</i> |
| L Kelly, Thomas Jervey
<i>Topeka, Kans.</i> | J Lamson, David Hinkley
<i>Williamstown</i> |
| U Kennedy, Samuel Van Dyke, 3d
<i>Auburn, N. Y.</i> | s Lancaster, John Lynch, 3d
<i>Dallas, Texas</i> |
| L Keyes, Langley Carleton, Jr.
<i>Winchester</i> | s Lane, Harry Gibson
<i>Oakham</i> |
| s Kidd, Barron Ulmer
<i>Dallas, Texas</i> | s Lange, Karl William
<i>Lexington, Ky.</i> |
| J King, Alan Shell
<i>Denver, Colo.</i> | s Lanouette, Robert Paul
<i>Manchester, N. H.</i> |
| J Kingwill, Wilbur John, Jr.
<i>Newtonville</i> | J Larrabee, Stephen Fuller
<i>Hartford, Conn.</i> |
| U Kirchner, Edward
<i>New York, N. Y.</i> | s Larson, Clayton Elmore, Jr.
<i>Westport, Conn.</i> |
| L Kitchel, Douglas Binney, Jr.
<i>Passumpsic, Vt.</i> | L Latham, Ernest Hargreaves, Jr.
<i>Lowell</i> |
| L Klemm, Edward Albert, Jr.
<i>Lynnfield Center</i> | L Latshaw, Lowell
<i>Bethlehem, Pa.</i> |
| U Knights, Peter Roger
<i>Reading</i> | L Laundon, Averill
<i>Deep River, Conn.</i> |
| L Knipe, Peter Rolin
<i>Spring Lake, N. J.</i> | U Lauve, Donald Lauriston
<i>Wilmington, Del.</i> |
| L Knupp, James Frederick
<i>Peoria, Ill.</i> | s Lawder, Standish Dyer
<i>Fairfield, Conn.</i> |
| J Koehl, Albert Robert, 2d
<i>Ardsley-on-Hudson, N. Y.</i> | U Lawrence, Thomas Hoel, 3d
<i>Kansas City, Mo.</i> |
| s Koerting, Richard Julius
<i>Elkhart, Ind.</i> | J Lawson, Thomas Latimer
<i>Philadelphia, Pa.</i> |
| U Kohler, Robert Eugene, Jr.
<i>Kohler, Wisc.</i> | L Leaf, Andrew Munro
<i>Andover</i> |
| U Kohler, William Collins
<i>Kohler, Wisc.</i> | s Leavitt, Alan Joel
<i>Hanover, Pa.</i> |
| s Kohr, John Casper
<i>Maple Heights, Ohio</i> | |

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- s Lees, Charles William
Chatham
- U Leet, Jaren Forest
Upper Montclair, N. J.
- U Leonard, Anthony Charles
Larchmont, N. Y.
- L LeRoy, Edward Otis
Simsbury, Conn.
- s LeRoy, Newbold, 3d
Simsbury, Conn.
- s Levin, Charles Richard
Newton
- U Levine, Ellis Boris
St. Louis, Mo.
- s Lewis, Laurence Roger
Andover
- U Lewis, Perry J.
San Antonio, Texas
- J Lewis, Russell Newton
Andover
- U Liles, James Edgar
Gatlinburg, Tenn.
- U Littell, Robert Stuart, Jr.
Madison, Conn.
- U Longley, Henry Nathaniel, Jr.
Scarsdale, N. Y.
- U Loosigian, Allan Malcolm
Andover
- L Lorenz, James Douglas, Jr.
Dayton, Ohio
- s Lowenstein, Paul Julius
Montreal, P. Q., Canada
- L McBride, John Paul
Lake Forest, Ill.
- L McCall, Marsh Howard
New York, N. Y.
- s McClellan, Anthony Brill
Woodstock, Conn.
- J McClintock, Oliver
Sewickley, Pa.
- J McConkey, Bruce Woodward
Parma, Mich.
- J McConnell, John Hay
Manhasset, N. Y.
- U MacDonald, Herbert Stanley, Jr.
North Haven, Conn.
- L McDonough, John Alfred
Fall River
- s McDowell, Jay Hortenstine
Cincinnati, Ohio
- J McEwan, William Talbot, Jr.
Caracas, Venezuela, S. A.
- s McGourty, Andrew Frederick
Stamford, Conn.
- s McKamy, Kent Coldwell
Greenwich, Conn.
- L McKamy, Richard Neil
Greenwich, Conn.
- J MacKenzie, Richard Corey
Malden
- s McKeon, Maury
Amherst
- J McKittrick, Thomas Andrew, Jr.
Andover
- s McKnight, Bruce Fabian
Jamestown, N. Y.
- L McLean, Alan Hunter
Darien, Conn.
- U McLeod, Walter James, 3d
Walterboro, S. C.
- s McMichael, John Coleman
Pittsburgh, Pa.
- s MacMillan, Hugh Frederick, Jr.
Roslyn Heights, N. Y.
- J MacNaughton, Malcolm, Jr.
Honolulu, T. H.
- s McPhillips, Joseph Aloysius, 3d
Point Clear, Ala.
- U McQuiston, Robert Emerson
Washington, D. C.
- s MacWilliams, Kenneth Edward
Newburyport
- U Maal, Eduardo
Barranquilla, Colombia, S. A.
- s Mackenzie, Guy David
Summit, N. J.
- J Mahoney, Michael Sean
Flushing, N. Y.
- s Mainelli, Hugo Rene, Jr.
Johnston, R. I.
- s Malloy, Thomas McKevitt
Stamford, Conn.
- L Malone, John Williams
Andover
- s Manheim, Anthony Arthur
New York, N. Y.
- s Marlow, Derek Ward
Washington, D. C.

PHILLIPS ACADEMY

- L Marsh, Fred Chapin, 2d
Southport, Me.
- U Marshall, Anthony Parr
New York, N. Y.
- s Martin, William Owen, 3d
Atlanta, Ga.
- s Marzullo, Donald Craig
Brooklyn, N. Y.
- s Matalene, Henry William, 3d
New York, N. Y.
- J Mattern, Peter Louis
Salem
- s Maurhoff, William Howard
Croton Falls, N. Y.
- U Maxim, John Andrew, Jr.
Reading
- L Mayer, Timothy Andrew
Dalton, Pa.
- J Meade, Michael Farley
Hays, Kans.
- U Metcalf, Peter Flint
Auburn, N. Y.
- J Milde, Karl Friedrich, Jr.
Litchfield, Conn.
- L Miles, William Smith
Peoria Heights, Ill.
- U Miller, Alan Richard
Lawrence
- U Miller, David Michael
Dallas, Texas
- U Miller, Forrest MacGregor
Racine, Wisc.
- U Miller, William Christian, 3d
Englewood, N. J.
- s Mohr, Peter Chapman
Montgomery, Ala.
- U Mol, Adriaan
Ho-ho-kus, N. J.
- L Monahan, John Sherrill
Charlotte, N. C.
- J Monell, Theodore, 3d
Essex Fells, N. J.
- U Moore, Davis Willett, Jr.
Denver, Colo.
- L Moore, Frederick Salling
St. Clair, Mich.
- L Moore, James Otis, 3d
Buffalo, N. Y.
- L Moore, Michael Craig
Denver, Colo.
- U Morgan, Sydney Howard
Charlotte, N. C.
- L Morrison, John Kelly, 3d
Palo Alto, Calif.
- U Morton, David Lamb
Lowell
- U Moses, Peter Taft
Warren, R. I.
- L Mueller, Foreman Lloyd, Jr.
Hinsdale, Ill.
- L Mulligan, Timothy Hayden
Dallas, Pa.
- U Murphy, Arthur William
Hingham
- U Murphy, Daniel Walter
Andover
- L Murphy, Joel Arnold
River Edge, N. J.
- U Murtagh, Charles David
West Chester, Pa.
- J Myrvaagnes, Eric Richard
Medford
- L Nahum, Jeremy Philip
New Haven, Conn.
- U Nauman, Larry Dean
Chicago, Ill.
- U Nauman, Michael Harley Kent
Albany, N. Y.
- s Neviaser, Robert Jon
Washington, D. C.
- s Neyman, Mark Arthur
Lowell
- s Nichols, John Frederic
New York, N. Y.
- U Nordhaus, Robert Riggs
Albuquerque, N. M.
- s Nurenberg, Donald Edward
Sao Paulo, Brazil
- U Oasis, Donald Richard
West Hartford, Conn.
- s Oberhauser, Charles John
Somerville
- s Oettinger, John Brownell
Scranton, Pa.
- U Ogden, Michael Manning
Havana, Cuba
- s O'Hearn, Pierce William
Jamesville, N. Y.

PHILLIPS ACADEMY

- U Okie, Frederick William, Jr.
Sewickley, Pa.
- s Packard, John Winthrop, Jr.
Plymouth
- U Page, David Nelson
Darien, Conn.
- U Palmer, John Emery, Jr.
Portland, Me.
- s Palumbo, Frank Ernest
New York, N. Y.
- L Paresky, David Saul
Bennington, Vt.
- L Parks, Benjamin Riley
McKeesport, Pa.
- L Parks, Richard William
East Greenbush, N. Y.
- U Parsons, Peter Charles
Pasay City, Philippine Islands
- s Patrick, Gardner
Montevideo, Uruguay, S. A.
- L Paulson, Edwin Gustaf
Mexico, D. F. Mex.
- s Pearson, Frederick Edward
London, England
- L Pellegrino, Joseph Peter
Andover
- J Pendleton, Miles Stevens, Jr.
Andover
- s Pendleton, Robert Leon
Islamorada, Fla.
- s Pendleton, Stevens Palmer
Montclair, N. J.
- L Perlberg, Edward Bert
Woodmere, L. I., N. Y.
- L Perrin, William Gardner, Jr.
Weston
- L Philbrick, James William, Jr.
Brookline
- L Phillips, John Livingston
Rochester, N. Y.
- s Phillips, John Pugh, Jr.
Hazleton, Pa.
- s Phillips, Nicholas Ackerman
Rochester, N. Y.
- L Phillips, Thomas DuBois
South Royalton, Vt.
- J Phillips, Walter Massey, Jr.
Philadelphia, Pa.
- s Pierce, Frank Ellis, 3d
Chicago, Ill.
- U Pille, Richard Hart
Newark, N. J.
- L Pitts, John Dennis
Red Bank, N. J.
- U Pitts, Robert Alan
Red Bank, N. J.
- s Platt, John Cheney, 3d
New Canaan, Conn.
- U Polgreen, John Aubrey, Jr.
Andover
- U Polk, Albert Ferdinand, Jr.
Dayton, Ohio
- L Polsby, Daniel Holt
Norwich, Conn.
- U Posey, Marshall Lyne, Jr.
Short Hills, N. J.
- J Potter, Howard Maxwell
Tuxedo Park, N. Y.
- L Pownall, Frederick Mullen
Milford, Conn.
- U Pratt, Anthony Barnes
Southport, Conn.
- s Pratt, William Henry
Rochester, N. Y.
- s Preston, James Burton
Bath, Maine
- U Price, Anthony Troth
Erie, Pa.
- L Price, Harry Steele, 3rd
Dayton, Ohio
- s Probert, Edward Whitford
South Orange, N. J.
- s Pruett, Kenneth Albert
Charlotte, N. C.
- s Purinton, William Curtis
Augusta, Me.
- s Pyle, Kenneth Binger
State College, Pa.
- s Pyle, Ransford Comstock
Cheshire, Conn.
- s Ralph, Stevens Edward
Surrey, England
- L Randolph, John Kemp
Poughkeepsie, N. Y.
- s Ranger, Joseph
Chestnut Hill

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- L Ransom, Woodbury Seelye
Daytona Beach, Fla.
- U Rayel, Peter Axelrod
Riverside, Conn.
- L Rea, Samuel
Pittsburgh, Pa.
- U Ream, Davidson
Tallahassee, Fla.
- U Reed, Christopher Dunham
Larchmont, N. Y.
- L Rehrig, James Bradley
Pasadena, Calif.
- U Renkert, John Steven
Canton, Ohio
- U Reppucci, Eugene Michael, Jr.
Medford
- U Reynders, Thomas Rickert
Worcester
- U Rice, Emery van Daell
Meredith, N. H.
- U Rickenbaugh, Kent Lyman
Denver, Colo.
- J Ridgway, Charles Parsons
Short Hills, N. J.
- U Riley, Stuart Blackinton, Jr.
North Attleboro
- U Ringland, Joseph Elliott
Irvington, N. Y.
- J Ripley, Stephen Bradway
Calgary, Alberta, Canada
- U Roach, James Franklin
Washington, D. C.
- U Robbins, John Crosby
Wilmington, Del.
- U Robertson, John Stephen
Deerfield, Ill.
- L Robinson, George Norman
West Norwalk, Conn.
- L Robinson, Gilbert Hill
Short Hills, N. J.
- L Roby, William Sterling
Rochester, N. Y.
- J Rockwell, Samuel Forbes, 3d
North Andover
- s Rodes, Thomas Moore
St. Louis, Mo.
- U Roe, Walter Austin
Blue Point, N. Y.
- U Rogers, Robert Stockton, Jr.
Atlanta, Ga.
- J Romanoff, Rostislav
Lake Bluff, Ill.
- U Roosevelt, Elliott, Jr.
Fort Worth, Tex.
- s Rose, Thomas Otto
Stamford, Conn.
- L Ross, John Robert
Poughkeepsie, N. Y.
- J Ross, Timothy Woods
Hayward, Wisc.
- L Rossman, Richard Van Bergen
Dayton, Ohio
- U Roth, Lee Britton
Perth Amboy, N. J.
- U Rouse, Henry McCormick
New Hartford, N. Y.
- L Royall, John Allan
Washington, D. C.
- L Ruff, Charles Frederick Carson
New York, N. Y.
- s Ruiz-Castillo, Jose Enrique
Madrid, Spain
- L Russell, James Benjamin
Asbury, Park N. J.
- s Ryan, Millard Kenneth, 3rd
Madison, N. J.
- s Ryder, Donald Boyden
Middleboro
- s Rzewski, Frederic Anthony
Westfield
- s Sage, Henry Judson
Pleasantville, N. Y.
- U Sampson, Edward Thomas
Newburgh, N. Y.
- U Sandberg, Carl Treat
Wethersfield, Conn.
- s Sanderson, Kenneth Moller
Marion
- U Sandler, Lewis Sherman
Teaneck, N. J.
- U Santaella, Luis Ramon
San Juan, Puerto Rico
- L Saunders, Alexander, Jr.
Garrison, N. Y.
- s Sawyer, Charles Douglas, Jr.
Brooklyn, N. Y.
- s Schaaff, Thomas Scranton
Springfield

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- U Schaedel, Robert William
South Orange, N. J.
- U Schavoir, Peter Lambert
Noroton, Conn.
- S Schlosser, David Griswold
Erie, Pa.
- L Schroeder, William Emerson, Jr.
Pittsburgh, Pa.
- U Schulz, James Lawrence
Evanston, Ill.
- L Schulz, Robert Jay
Long Island City, N. Y.
- S Schwartz, Charles Ansin
Malden
- L Schwartzburg, Thomas Curtis, Jr.
Bedford, N. Y.
- U Scobie, Robert Peck
Newburgh, N. Y.
- J Scott, Roland Boyd, Jr.
Washington, D. C.
- S Seager, Theodore Dwight, Jr.
Marshfield
- U Seal, Richard Alan
Marblehead
- S Sears, Lawrence Berell
Brookline
- S Seeley, William Parker, Jr.
Bridgeport, Conn.
- S Semple, Robert Baylor, Jr.
Grosse Point, Mich.
- J Seymann, Richard Geoffrey
Brooklyn, N. Y.
- S Sgarzi, Louis Albert
Plymouth
- S Shapiro, George Howard
Atlanta, Ga.
- U Shaver, Russell Davis, 3rd
Garden City, N. Y.
- U Sherrill, David Beals
Pittsburgh, Pa.
- J Shuman, Alfred James
Chestnut Hill
- S Shyavitz, Joel Richard
Lowell
- L Sigal, Richard Land
West Hartford, Conn.
- S Sigal, Robert Elihu
West Hartford, Conn.
- L Simon, Ronald
Lawrence, L. I., N. Y.
- L Simpson, William Henry, Jr.
McDonough, Ga.
- J Smith, Bruce Donald, 3d
Colorado Springs, Colo.
- L Smith, Channing Sylvester, Jr.
Worcester
- S Smith, Charles Horton, 3d
Metairie, La.
- S Smith, Duncan Campbell
Marblehead
- J Smith, Gaylord Edwin
La Porte, Texas
- U Smith, George Bundy
Washington, D. C.
- L Smith, Paul William
Andover
- J Smith, Philip Chadwick Foster
Wenham
- S Smith, Richard Bell
Buzzards Bay
- U Smith, Richard Newell
Marblehead
- S Smith, Samuel Wood
Summit, N. J.
- L Smith, William Leslie, Jr.
Bloomfield, Conn.
- L Snyder, Stephen Frederick
Old Westbury, L. I., N. Y.
- J Snyder, William Arthur
Essex Fells, N. J.
- J Sonnabend, Samuel David
Salem
- J Sorensen, Fred Cunningham
Fairfield, Conn.
- S Spencer, James Alexander Erskine
Oxford, Ohio
- J Sprague, Peter Julian
Williamstown
- L Sprigg, Carroll
Dayton, Ohio
- J Spurgeon, Edward Dutcher
Newton, N. J.
- U Spurr, Robert Lyon
Seattle, Wash.
- S Starratt, Richard Courtney
Milton
- U Steinberg, David Joel
New York, N. Y.
- J Steinkamp, Roderic Gordon
Greens Farms, Conn.

PHILLIPS ACADEMY

- | | |
|---|---|
| <p>s Stella, Frank Philip
<i>Malden</i></p> <p>s Stevens, Peter Boardman
<i>Loudonville, N. Y.</i></p> <p>J Stewart, Foster Ashe
<i>Pittsburgh, Pa.</i></p> <p>U Stewart, Scott, 3d
<i>Pittsford, N. Y.</i></p> <p>L Stoddard, Brooks Whitney
<i>Williamstown</i></p> <p>L Stoker, Ronald Elmer
<i>Staten Island, N. Y.</i></p> <p>U Storms, Thomas William
<i>Wethersfield, Conn.</i></p> <p>s Stout, Merrell Langdon, Jr.
<i>Baltimore, Md.</i></p> <p>s Stubenbord, William Tennant
<i>New York, N. Y.</i></p> <p>U Suisman, John Robert
<i>West Hartford, Conn.</i></p> <p>s Sullivan, John Andrew, Jr.
<i>Lowell</i></p> <p>J Sullivan, Thomas Henry
<i>Lebanon, Conn.</i></p> <p>L Sutherland, Alexander Charles
<i>Amagansett, L. I., N. Y.</i></p> <p>L Sutton, Edmund Hollis
<i>Rockford, Ill.</i></p> <p>U Swenson, Jon Malcolm
<i>Concord, N. H.</i></p> <p>U Swift, Geoffrey Russell
<i>Hingham</i></p>
<p>s Talcott, William Duane
<i>Athol</i></p> <p>L Tang, Oscar Liu-chien
<i>Great Neck, L. I., N. Y.</i></p> <p>L Tarlov, Edward Carroll
<i>New York, N. Y.</i></p> <p>L Taylor, James Charles
<i>Montrose, N. Y.</i></p> <p>s Taylor, Peter Thurston
<i>Worcester</i></p> <p>U Taylor, William Graves
<i>Tryon, N. C.</i></p> <p>L Tederstrom, John Patton
<i>Pittsburgh, Pa.</i></p> <p>L Thomas, Roger Guy
<i>West Orange, N. J.</i></p> | <p>s Thompson, James Franklin
<i>Melrose</i></p> <p>s Tilley, Rice Matthews, Jr.
<i>Fort Worth, Tex.</i></p> <p>L Timken, William Robert, Jr.
<i>Canton, Ohio</i></p> <p>U Tirana, Bardyl Walling
<i>Washington, D. C.</i></p> <p>U Tobin, Wallace Emmett, 3d
<i>Vineyard Haven</i></p> <p>U Todd, Conrad Hatheway
<i>South Lincoln</i></p> <p>L Tomlinson, David Charles
<i>Andover</i></p> <p>U Toot, Paul John
<i>Amsterdam, N. Y.</i></p> <p>L Towler, William Johnson, 3d
<i>Columbia, Tenn.</i></p> <p>J Tracy, Daniel Crannell
<i>Salem</i></p> <p>U Tracy, John Peter
<i>Amsterdam, N. Y.</i></p> <p>J Trane, Reuben Nicholas, 2d
<i>Dalton, Pa.</i></p> <p>U Tripp, Robert Hagerman
<i>Paris, France</i></p> <p>s Tuck, William Merrell
<i>Syracuse, N. Y.</i></p> <p>J Tuttle, Allan Abbot
<i>Brooklyn, N. Y.</i></p> <p>s Tyler, William Sloan
<i>South Easton</i></p>
<p>s Ullman, William Alexander
<i>New York, N. Y.</i></p> <p>s Underwood, David Milton
<i>Houston, Texas</i></p> <p>s Unobskey, Sidney Roy
<i>Calais, Maine</i></p> <p>U Upton, John Sprague
<i>South Dartmouth</i></p> <p>J Urban, Earl Joseph, 2d
<i>Hampton Beach, N. H.</i></p>
<p>L Vaclavik, Milan Andrew
<i>New York, N. Y.</i></p> <p>s Vail, Robert Frazer, Jr.
<i>Canton, Ohio</i></p> <p>s Valencia, Hector Aguilar
<i>Los Angeles, Calif.</i></p> |
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PHILLIPS ACADEMY

- J Valdejuly, Arturo Enrique, Jr.
Ponce, Puerto Rico
- U Vance, Philip
Alexandria, Va.
- U Vander Ven, Tom Robert
Clawson, Mich.
- U Van Raalte, Peter
Lawrence, L. I., N. Y.
- U Vinciguerra, Salvatore Joseph
Methuen
- s Von Stauffenberg, Heimeran
Bamberg, Oberfranken, Germany
- U Walcutt, Philip Lowell
Forest Hills, N. Y.
- J Wallace, Daniel A.
Lima, Peru
- J Wallace, Donald B.
Lima, Peru
- L Walling, Lewis Metcalfe, Jr.
Ridgefield, Conn.
- s Warner, Cameron Duncan
La Canada, Calif.
- U Washburn, Edgar Bancroft
San Marino, Calif.
- J Watson, James Gray
Fox Chapel, Pa.
- L Watters, Robert Alexander, Jr.
Andover
- U Weaver, Elbert Kelsey
Andover
- U Weaver, Garrett Lansing Shaw
Riverside, Conn.
- s Weaver, Park
Fort Worth, Texas
- U Weisbuch, Jonathan Berman
Great Neck, N. Y.
- J Weisbuch, Thomas Berman
Great Neck, N. Y.
- L Wells, Peter Rollins
Darien, Conn.
- U West, Michael Davidson
Red Bank, N. J.
- U Westfall, Lawrence Seymour
Los Angeles, Calif.
- J Wexler, Daniel Patrick
New Bedford
- J Wheeler, Manchester Haynes, Jr.
Manchester, Maine
- s Whipple, Oliver Mayhew, Jr.
Darien, Conn.
- J Whiskeman, James Peter
Sparta, N. J.
- s Whitcomb, Roger Pitt
Waverly, Pa.
- s White, David Anthony
Menlo Park, Calif.
- U Whitehouse, Michael Kraft
Hackettstown, N. J.
- L Whitmore, Robert Stafford
Bath, N. Y.
- s Whittall, Herbert Vreeland
Cornwall-on-Hudson, N. Y.
- U Whittlesey, Willis Savage, 3d
West Hartford, Conn.
- J Willis, Benjamin Grant
Falmouth Heights
- s Wilson, Stephen Child
Lawrence, L. I., N. Y.
- s Wilson, William James
Larchmont, N. Y.
- L Wingert, Edmund Culbertson
Scarsdale, N. Y.
- L Winslow, John Randolph
Washington, D. C.
- L Wolff, Anthony
New York, N. Y.
- s Wolff, Peter
New York, N. Y.
- s Woodhead, Daniel, 3d
Winnetka, Ill.
- s Woods, Bradford Phillip
Providence, R. I.
- U Woods, Richard Manuel
Greenwich, Conn.
- U Woodward, Herbert Page
Reading
- L Wozmak, James Martin
Jaffrey, N. H.
- s Yuan, Frank Lu
Taipeh, Formosa
- s Zarem, Robert Myron
Savannah, Ga.
- U Zug, Charles Gordon, 3d
Sewickley, Pa.
- L Zurn, David Melvin
Erie, Pa.

ALUMNI ORGANIZATION

Andover alumni (numbering over 11,000) are organized in the Andover Alumni Association which has a 30-man executive body, the Alumni Council. The Council organizes and directs several alumni advisory committees. Additionally, each class elects a Secretary to promote the exchange of news and to organize reunions, and an Agent whose primary effort is for the annual alumni fund. This annual giving program has grown rapidly in the past few years, and last year totalled \$116,000.

Alumni have traditionally proven the strongest single support of the school. Practically every landmark on Andover Hill has been given in part or in full by alumni. And many a less tangible project such as educational or athletic policy has been stimulated by alumni interest and advice.

THE ALUMNI COUNCIL

TERM EXPIRES JUNE 1954

Allan W. Ames, '14, New York
Paul Abbott, '16, *President*, New York
Oliver M. Whipple, '19, New York
Horace W. Cole, '22, Boston
Fletcher E. Nyce, '26, Cincinnati
Philip K. Allen, '29, Washington
William H. Brown, '34, Andover
John L. Thorndike, '45, Dover, Mass.

TERM EXPIRES JUNE 1955

David C. Hale, '13, Amherst, Mass.
Leon H. Young, '20, Amsterdam, N. Y.
Robert U. Redpath, Jr., '24, New York
Charles H. Sawyer, '24, New Haven
Tolbert N. Richardson, Jr., '27, Philadelphia
Stephen H. Stackpole, '29, New Canaan, Conn.
James S. Copley, '35, La Jolla, California
Prescott S. Bush, Jr., '40, Greenwich, Conn.

TERM EXPIRES JUNE 1956

George D. Flynn, Jr., '15, Providence
Richard C. Knight, '24, Boston
David A. Dudley, '28, Marblehead, Mass.
Ray A. Graham, Jr., '33, Glen Head, N. Y.
John C. Mitchell, '34, Denver
Frank W. Rounds, Jr., '34, Norwell, Mass.
Thomas Thacher, '34, New York
Wheelock Whitney, Jr., '44, Wayzata, Minn.

EX OFFICIO

F. Abbot Goodhue, '02, Hewlett, N. Y.
Chauncey B. Garver, '04, New York
Lindsay Bradford, '10, New York
Charles S. Gage, '21, New York
H. Carl Sandberg, '26, Wethersfield, Conn.
M. Lawrence Shields, Andover

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MASSACHUSETTS

Nathaniel T. Clark, '30, Dover
Frederick G. Crane, '15, Dalton
David C. Hale, '13, Amherst

Gilbert D. Kittredge, '42, Dalton
Richard C. Knight, '24, Boston
Ernest F. Stockwell, '16, Cambridge
John O. Stubbs, '17, Westwood
Augustus Thorndike, Jr., '37, Dedham
J. Mattocks White, '22, Beverly

PHILLIPS ACADEMY

CONNECTICUT

Archie M. Andrews, Jr., '37, Greenwich
Frederick L. Comley, '33, Bridgeport
Joseph W. Hotchkiss, '38, Greenwich
William C. Keator, Jr., '24, Fairfield
William Reeves, '25, Bridgeport
Arthur C. Williams, '39, Fairfield

EAST (EXCEPT NEW ENGLAND)

NEW JERSEY

Raymond P. Foote, '19, Englewood
Charles W. Littlefield, '99, Montclair
LeRoy B. Pitkin, '29, Englewood

BUFFALO

E. Barton Chapin, Jr., '36
James O. Moore, Jr., '28
Harold P. Rich, '25

LONG ISLAND

Louis F. Kemp, '25, Great Neck
Frederick J. Leary, Jr., '33, Garden City
Burton J. Lee, Jr., '25, Roslyn
George C. Rose, '18, Mineola

NEW YORK CITY

Bromwell Ault, '18
Peter Capra, '22
Philip M. Drake, '43
Benjamin A. Hammer, '43
Broderick Haskell, '18
John M. McGauley, '29

WESTCHESTER COUNTY

Charles W. Carl, '10, Mt. Vernon
Harvey M. Kelsey, Jr., '41, Rye
Charles R. Marshall, '12, Scarsdale
C. Van Ness Wood, '22, Scarsdale

ROCHESTER

Donald L. Bartlett, Jr., '32
John H. Castle, Jr., '34
Samuel P. Connor, Jr., '24
Martin H. Donahoe, Jr., '31
Edward R. Macomber, '37
Sherwood W. Smith, '26
Arthur R. Stebbins, '30

SYRACUSE

Franklin I. Greene, '21
Harold Stone, '98

PITTSBURGH

Maurice D. Cooper, '06
David E. Gile, '40
Robert S. Kimball, '27
Edward O'Neil, II, '27
Charles H. Spencer, Jr., '15

SOUTH

ATLANTA

Frank F. Ford, '32

LOUISVILLE

Samuel S. Caldwell, Jr., '29

NEW ORLEANS

C. Horton Smith, II, '28

CHARLOTTE, N. C.

Howard Snow, '21

MIDWEST

CLEVELAND

Edward T. Bartlett, '25
John W. Dixon, '24
Dan R. Hanna, Jr., '13
James R. Stewart, '27

CHICAGO

William T. Bacon, '02
Gardner Brown, '24
H. Templeton Brown, '19
W. Newton Burdick, Jr., '35
Stephen Y. Hord, '17

DETROIT

J. Burgess Book, III, '30
A. C. Ledyard, '20
Russell H. Lucas, '12
W. Dean Robinson, '17

DULUTH

Burt C. Hubbard, '09
Robert S. Mars, '15
C. Douglas Walker, '18

INDIANAPOLIS

Robert B. Failey, Jr., '34
David Moxley, '42

MILWAUKEE

James G. Goodwillie, '27
Robert A. Uihlein, Jr., '34

PHILLIPS ACADEMY

MINNESOTA

Springer H. Brooks, '08, St. Paul
John H. MacMillan, Jr., '12, Wayzata
Wheelock Whitney, '13, St. Cloud

ST. LOUIS

George B. Atwood, '22
Wilbur B. Jones, '05
John Shepley, '42
Edward C. Simmons, II, '25
Ira E. Wight, Jr., '20

KANSAS CITY

Louis H. Ehrlich, Jr., '26
Edward Keith, '16
Thomas H. Lawrence, Jr., '31
Richard H. Sears, '20
Bernard L. Thompson, '26
Mason L. Thompson, '18

SOUTHWEST

TUCSON

Keith S. Brown, '31
Trevor A. Cushman, Jr., '34

OKLAHOMA

Reginald D. Barnes, '32, Tulsa
J. W. R. Crawford, Jr., '14, Tulsa
John H. Edwards, '22, Oklahoma City
Carl M. Elkan, '35, Bartlesville
Charles F. Hewett, '14, Tulsa

DALLAS

Wirt Davis, 2nd, '37
William F. Neale, Jr., '44
William M. Reed, 2nd, '41
Harold F. Volk, '13

FORT WORTH

Benedict E. Thompson, '13
Beverly V. Thompson, '13
George Thompson, Jr., '09

HOUSTON

Walter Bradley, '24
Ford Hubbard, '20

William A. Kirkland, '15
Robert U. Parish, '43
Lovett C. Peters, '32

ROCKY MOUNTAIN REGION

DENVER

Frederic A. Adams, '08
Richard M. Davis, '29
Floyd K. Haskell, '33
John F. Malo, '40
J. Quigg Newton, '29

COLORADO SPRINGS

Clement M. Brown, '10
Philip P. Stewart, '82

FAR WEST

LOS ANGELES AREA

William T. Adams, '28
Frederick S. Bale, '02
Mancel T. Clark, Jr., '28
Edwin T. Thompson, '24
Willis E. Urick, Jr. '34
Edward S. Washburn, '33

SAN FRANCISCO AREA

Charles E. Christenson, '25
William H. Keesling, '30
Samuel F. B. Morse, '03

OREGON

PORTLAND

H. James Caulkins, '40
Edmund S. Hayes, '14
Roland W. Mersereau, '01
Charles H. Watzek, '06

SEATTLE

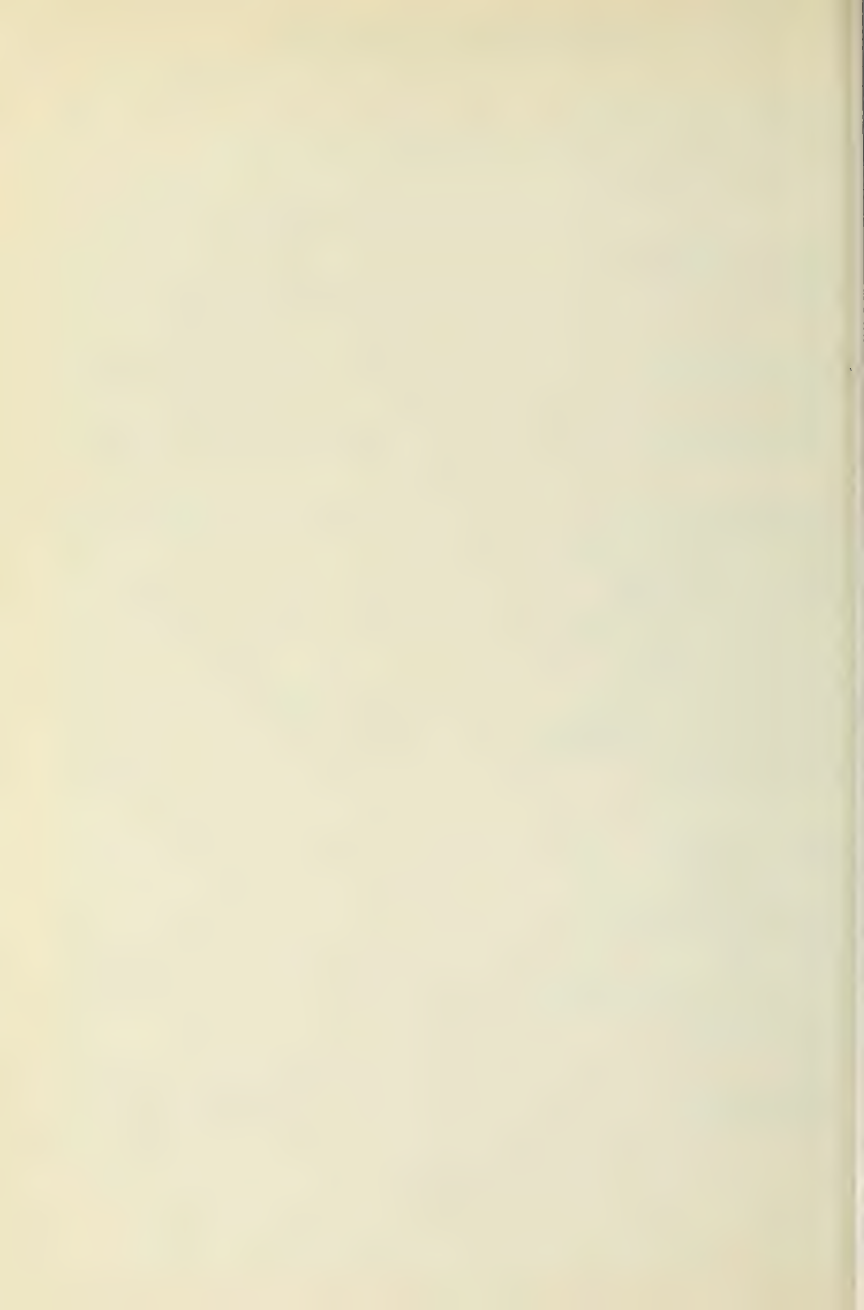
Samuel S. Binnian, '36
Hugh P. Brady, '10
Henry A. Colver, '09
Pendleton Miller, '28

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1955

CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

177th



Year

Published by Phillips Academy, Andover, Massachusetts



1955

CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

ONE HUNDRED AND SEVENTY-SEVENTH YEAR



Published by Phillips Academy, Andover, Massachusetts

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1955

1956

JANUARY

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CALENDAR

1955

Winter term begins.....8.15 P.M., Wednesday, Jan. 5
Winter term ends.....Saturday, March 19

SPRING RECESS—18 days

Spring term begins.....8.15 P.M., Wednesday, April 6
School entrance examinations in Andover
and New York City.....Friday and Saturday, May 6 and 7
Recitations close.....Thursday, June 9
Commencement.....Sunday, June 12
Spring term ends.....Sunday, June 12

SUMMER VACATION—14 weeks

Summer session begins.....Tuesday, June 28
Summer session ends.....Wednesday, August 24
Rooms ready for occupancy.....8 A.M., Monday, Sept. 19
Information about registering for the Fall Term will be sent to
all students during the summer.

Fall term ends.....Thursday, Dec. 15

CHRISTMAS RECESS—20 days

1956

Winter term begins.....8.15 P.M., Wednesday, Jan. 4
Winter term ends.....Saturday, March 17

SPRING RECESS—18 days

Spring term begins.....8.15 P.M., Wednesday, April 4
Recitations close.....Thursday, June 7
Commencement.....Sunday, June 10
Spring term ends.....Sunday, June 10

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1837—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933—1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D.	1948—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, A.M., L.H.D., Litt.D. ANDOVER
Elected 1948

TREASURER

ABBOT STEVENS '07, A.B. NORTH ANDOVER
Elected 1935, Treasurer since 1949

PHILIP LORING REED '02 DEDHAM
Elected 1933

FRANCIS ABBOT GOODHUE '02, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ROBERT ABBE GARDNER '08, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III '10, Ph.D., Litt.D., L.H.D.,
D.Sc., LL.D. WILLIAMSTOWN
Elected 1942

LINDSAY BRADFORD '10, LL.D. NEW YORK, N. Y.
Elected 1943

CHAUNCEY BREWSTER GARVER '04, A.B. NEW YORK, N. Y.
Elected 1947

PHILLIPS ACADEMY

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, S.M. NEW YORK, N. Y.
Elected 1952

ROBERT MERRIMAN KIMBALL '29, S.B. WABAN
Elected 1952

BROMWELL AULT '18, S.B. NEW YORK, N. Y.
Elected 1953

ALUMNI TRUSTEES

JOHN KENNEDY BEESON '25, S.B. PITTSBURGH, PA.
Elected 1952 for three years

REGINALD HAMMERICK SMITHWICK '17, M.D.
MARBLEHEAD NECK
Elected 1953 for three years

FREDERICK GOODRICH CRANE '15, A.B. DALTON
Elected 1954 for three years

ROBERT UPJOHN REDPATH, JR., '24, A.B.
SOUTH ORANGE, N. J.
Ex-Officio for one year as President
of the Alumni Association

RECORDING SECRETARY

M. LAWRENCE SHIELDS MARBLEHEAD
Appointed 1954

PHILLIPS ACADEMY

FACULTY

MR. JOHN MASON KEMPER, A.M., L.H.D., Litt.D. <i>Headmaster</i>	Elected 1948
CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. <i>Headmaster Emeritus, 1933-1948</i> <i>Instructor in English, 1908-1933</i>	Chestnut Hill
FREDERICK EDWIN NEWTON, Ph.B. <i>Instructor in Mathematics, Emeritus</i>	West Hartford, Conn. 1895-1939
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover 1910-1942
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover 1907-1944
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover 1901-1944
CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D. Philadelphia, Pa. <i>Instructor in Music and Philosophy, Emeritus</i>	1912-1947
FREDERIC WILLIAM HEATON STOTT, A.B. <i>Instructor in English, Emeritus</i>	Andover 1912-1947
FREDERICK MAY BOYCE, A.M. <i>Instructor in Physics, Emeritus</i>	Barrington, R. I. 1909-1948
OSWALD TOWER, A.B. <i>Dean and Instructor in Mathematics, Emeritus</i>	Andover 1910-1949
RAY ARTHUR SHEPARD, S.B. <i>Director of Physical Education, Emeritus</i>	Gardiner, Maine 1919-1949
ALICE THACHER WHITNEY <i>Recorder, Emerita</i>	Andover 1902-1950
LESTER CHARLES NEWTON, A.M. <i>Instructor in French and German, Emeritus</i>	Andover 1918-1952
HENRY PRESTON KELLEY, A.M. <i>Instructor in Spanish, Emeritus</i>	Pepperell 1918-28, 1935-1952

PHILLIPS ACADEMY

LIONEL DENIS PETERKIN, A.M. <i>Instructor in Latin, Emeritus</i>	Hancock, N. H. 1932-1954
MONTVILLE ELLSWORTH PECK <i>Instructor in Physical Education</i>	Appointed 1916
FRANK MAY BENTON, A.B. <i>Instructor in Latin on the Elizabeth Milbank Anderson Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B. <i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1919
*ROSCOE EDWIN DAKE, S.B. <i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M. <i>Instructor in Physics on the George Peabody Foundation</i>	Appointed 1923
M. LAWRENCE SHIELDS, A.B. <i>Secretary of the Academy</i>	Appointed 1923
GUY JOHNSON FORBUSH, A.B. <i>Instructor in French</i>	1917-1920, re-appointed 1924
ALAN ROGERS BLACKMER, A.M. <i>Instructor in English on the Jonathan French Foundation</i> <i>Director of Studies</i>	Appointed 1925
SCOTT HURTT PARADISE, A.M., <i>Instructor in English on the Ammi Wright Lancashire Foundation</i>	1924-1925, re-appointed 1926
KENNETH SMITH MINARD, A.M. <i>Instructor in History</i>	Appointed 1928
GEORGE KNIGHT SANBORN, S.B. <i>Instructor in Biology</i>	Appointed 1928
EMORY SHELBY BASFORD, A.B. <i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, D.D. <i>Instructor in Religion</i> <i>School Minister</i>	Appointed 1930

*On leave of absence.

PHILLIPS ACADEMY

ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics</i>	Appointed 1931
*LEONARD FRANK JAMES, A.M. <i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932
GEORGE GRENVILLE BENEDICT, A.M. 1930-32, re-appointed 1933 <i>Dean of Students</i>	
DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Appointed 1933
ARTHUR BURR DARLING, Ph.D. 1917-18, re-appointed 1933 <i>Instructor in History</i>	
BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Appointed 1933
*ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	Appointed 1933
JAMES RUTHVEN ADRIANCE, A.B. <i>Executive Director, Alumni Fund</i> <i>Chairman, Enrollment and Scholarship Committee</i>	Appointed 1934
ALSTON HURD CHASE, Ph.D. <i>Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation</i>	Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	Appointed 1934
FRANK FREDERICK DICLEMENTE, S.B. <i>Instructor in Physical Education</i>	Appointed 1935
JAMES HOOPER GREW, D. è L. <i>Instructor in French</i>	Appointed 1935
FREDERICK SCOLLER ALLIS, JR., A.M. <i>Instructor in History</i>	Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	Appointed 1936
FREDERICK JOHNSON, S.B. <i>Instructor in Archaeology</i>	Appointed 1936

*On leave of absence.

PHILLIPS ACADEMY

STEPHEN STANLEY SOROTA, S.B. <i>Instructor in Physical Education</i>	Appointed 1936
STEPHEN WHITNEY, A.M. <i>Instructor in French</i> <i>Director of the Summer Session</i>	Appointed 1936
*FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French</i>	Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English and Music</i>	Appointed 1937
MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Appointed 1938
*RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i> <i>Director of Admissions</i>	Appointed 1938
JOHN BROMHAM HAWES, Ed.M. <i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin</i>	Appointed 1940
HARPER FOLLANSBEE, Ed.M. <i>Instructor in Biology</i>	Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Appointed 1941

*On leave of absence.

PHILLIPS ACADEMY

FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English and Philosophy</i>	Appointed 1941
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and Bible</i>	Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry</i>	Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i> <i>Director of the Bureau of Self-Help</i>	Appointed 1944
JOHN SHAPLEIGH MOSES, B.D. <i>Instructor in Bible</i>	Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	Appointed 1946
FREDERICK ALMOND PETERSON, A.M. <i>Instructor in English</i> <i>Admissions Officer</i>	Appointed 1946
ALLAN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin and German on the John Charles Phillips</i> <i>Foundation</i>	Appointed 1947
PETER QUACKENBUSH MCKEE, Ed.M. <i>Instructor in Physics</i>	Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish and French</i>	Appointed 1947
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	Appointed 1948

GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	Appointed 1949
WILLIAM LOUIS SCHNEIDER, Mus. Ed. B. <i>Instructor in Music</i>	Appointed 1949
WILLIAM RUSSELL BENNETT, JR., A.B. <i>Assistant Dean of Students, Excusing Officer</i>	Appointed 1950
WILLIAM JOHN BUEHNER, A.M. <i>Instructor in Latin</i>	Appointed 1950
SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	Appointed 1950
JEAN FRANCIS ROLLAND, L. ès L., L. en Droit <i>Instructor in French</i>	Appointed 1950
REAGH CLINTON WETMORE, M.P.E. <i>Instructor in Physical Education and Chemistry</i>	Appointed 1950
WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	Appointed 1951
HENRY WARING SCHERESCHEWSKY, A.B. <i>Comptroller</i>	Appointed 1951
FREDERIC ANNESS STOTT, A.B. <i>Alumni Secretary, Director of Public Relations</i>	Appointed 1951
PHILIP BROWNLIE WELD, B.E. <i>Instructor in Physics</i>	Appointed 1951
WILLIAM FRANKLIN GRAHAM, S.B. <i>Instructor in Mathematics</i>	Appointed 1952
FRED HAROLD HARRISON, A.M. <i>Instructor in English and Physical Education</i>	Appointed 1952
JOHN CLAIBOURNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i>	Appointed 1952
JOSHUA LEWIS MINER, III, A.B. <i>Instructor in Physical Education and Science</i>	Appointed 1952

PHILLIPS ACADEMY

SAMUEL VAN KUREN WILLSON, A.B. <i>Instructor in English</i>	Appointed 1952
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i>	Appointed 1953
SHERMAN FREDERICK DRAKE, S.B. <i>Instructor in Mathematics</i>	Appointed 1953
WALTER GEORGE GREENALL, JR., A.B. <i>Bursar</i>	Appointed 1953
EDMOND EMERSON HAMMOND, JR., S.M. <i>Instructor in Mathematics</i>	Appointed 1953
LOUIS JOHN HOITSMA, JR., Ed.M. <i>Instructor in Mathematics</i>	Appointed 1953
ROBERT PENNIMAN HULBURD, A.B. <i>Instructor in German</i>	Appointed 1953
DALTON HUNTER MCBEE, A.B. <i>Instructor in English</i>	Appointed 1953
HANS ALTMANN, Ph.D. <i>Instructor in Latin and German</i>	Appointed 1954
DONALD MILLER CLARK, M.D. <i>Medical Director</i>	Appointed 1954
DONALD ROCHESTER KEY, A.B. <i>Instructor in Music</i>	Appointed 1954
WILLIAM LAURENCE MARKEY, A.M. <i>Instructor in French</i>	Appointed 1954
HARFORD WILLING HARE POWEL, JR., A.M. <i>Instructor in English</i>	Appointed 1954
ALBERT KARL ROEHRIG, A.B. <i>Instructor in English</i>	Appointed 1954
DAVID EDWARD THOMAS, A.M. <i>Instructor in Latin</i>	Appointed 1954

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Appointments should be made in advance if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone Andover 720) during office hours.

HEADMASTER'S OFFICE

JOHN MASON KEMPER, A.M., L.H.D., Litt.D., *Headmaster*
MRS. AMY R. ROBINSON, *Secretary to the Headmaster*

ADMISSIONS OFFICE

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FREDERICK ALMOND PETERSON, A.M., *Admissions Officer*

SUMMER SESSION OFFICE

STEPHEN WHITNEY, A.M., *Director of the Summer Session*

OFFICE OF THE DIRECTOR OF STUDIES

ALAN ROGERS BLACKMER, A.M., *Director of Studies*

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PHILLIPS ACADEMY

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JAMES RUTHVEN ADRIANCE, A.B., *Executive Director, Alumni Fund and Chairman Enrollment and Scholarship Committee*

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NICHOLAS RIZZO, M.D., *Consulting Psychiatrist*
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JOSEPH PAUL HOLIHAN, M.D., *Anesthesiologist*
JOHN CRICHTON BROWN, D.M.D., *Senior Dentist*
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ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M., *Director*
FREDERICK JOHNSON, S.B., *Curator*
THEODORE L. STODDARD, A.B., *Research Fellow*
ALFRED V. KIDDER, Ph.D., *Research Associate in Southwestern Archaeology*

PHILLIPS ACADEMY

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MRS. LORENE BANTA, Ph.D., *Instructor in Organ*

JOHN HSU, *Instructor in Stringed Instruments*

DONALD ROCHESTER KEY, A.B., *Instructor in Woodwind and Brass Instruments*

MRS. JOYCE KEY, *Instructor in Voice*

HART DAY LEAVITT, A.B., *Instructor in Woodwinds*

ALBION METCALF, *Instructor in Piano and Organ*

LEON TUMARKIN, *Instructor in Piano*

PHILIP VISCUVIA, *Instructor in Woodwinds*

SAMUEL VAN KUREN WILLSON, A.B., *Associate in Music*

DEPARTMENT OF LANGUAGE TRAINING

MRS. LUCIA DODGE, A.B., *Associate in Language Training*

MRS. MARY I. BORDEN, *Assistant in Language Training*

MRS. RETA V. BUCHAN, *Assistant in Language Training*

MRS. CHARLOTTE WILSON, *Assistant in Language Training*

MONCRIEFF COCHRAN SANCTUARY

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ART

ATHLETICS

BIOLOGY

CHEMISTRY

CLASSICS

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FRENCH

GERMAN

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PURPOSE OF PHILLIPS ACADEMY

The purpose of Phillips Academy is to teach "the great end and real business of living," according to its Constitution signed in 1778. Adapted to conditions of modern life, the aim of the Academy remains essentially the same: to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worthwhile curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. And Andover believes equally in the value of student representation from all parts of the country and the world and from all walks of life. To these boys it offers in ample degree a necessary intellectual and moral discipline, while motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment.

From its inception Andover has had as a primary aim the development of character. It promotes the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life is a vital force in the school community.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed to the development of thousands of men directly, and indirectly to the numberless facets of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit which will test and try the new while treasuring the riches passed on from the past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds and morals* of the youth under his charge will exceed every other care;

well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in

1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns was forced by ill health to resign. Professor Charles H. Forbes, for forty years on the faculty, was named Acting Headmaster, but he died a few months later.

The Trustees then elected Dr. Claude M. Fuess Headmaster, who continued until his retirement in 1948. During the period 1933-48 the curriculum was revised, a number of buildings were added, and studies of health, academic mortality, and student activities were completed. In World War II Andover men served in all branches of the service, and 143 gave their lives. During much of this period Henry L. Stimson served as President of the Andover Board of Trustees as well as Secretary of War for the nation. 1942 marked the launching of the Andover Summer Session to enable boys to complete secondary schooling before entering military service. It has continued regularly since then.

John M. Kemper was elected Headmaster in 1948 and inaugurated in ceremonies attended by 220 representatives of schools and colleges. In the past six years an artificial-ice hockey rink has been constructed, the Andover and War Memorial Fund drives have added \$2,500,000 to the endowment and have provided the new Memorial Gymnasium, the curriculum has been further revised to provide more flexibility, and salaries have been raised appreciably. In 1952-53, under Andover leadership and with a grant from the Ford Foundation, the three school and three college committee report "General Education in School and College" was completed. This report points the way toward a smoother transition from school to college and a fuller development of the able boy.

*COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment and ability. Particularly able and well-prepared students are offered special opportunity to enrich their education and to move ahead at a rate commensurate with their ability and ambition. Several departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or desirable. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program.

*See pages 53-69 for "Description of Courses."

Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English

3 units of mathematics

*3 units of one foreign language, either ancient or modern

1 unit of history, normally American

1 unit of laboratory science

†½ unit of ancient history in the Junior year

†½ unit of elementary science in the Junior year

3 units of elective courses

‡Bible in the Lower Middle year

‡Art and Music, or Studio Art, or Music in the Upper Middle year

‡An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

*Two units of each of two foreign languages are permitted under special circumstances.

†Qualified boys may take a second foreign language in place of these two minor courses.

‡Qualified boys are allowed to substitute a fifth major course for the required minor in one or more of the last three years.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
†Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science	3	" " "
	<hr/>	
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
Foreign Language 2	5	" " "
*Elective (major)	4 or 5	" " "
Bible 1	2	" " "
	<hr/>	
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
Foreign Language 3	4	" " "
*Elective (major)	4 or 5	" " "
Art & Music, or Studio Art, or Music	2	" " "
	<hr/>	
Total	19-20	" " "

†Greek, Latin, French, or German. Spanish by special permission.

*One elective major in the three upper years must be a laboratory science.

Senior Year (12th grade)

English 4	4	periods per week
History 4 (American)	5	" " "
*Elective (major)	4 or 5	" " "
*Elective (major)	4 or 5	" " "
Elective (minor)	2	" " "
<hr/>		
Total	19-21	" " "

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 4s, 5	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4	†Mathematics 5
French 1, 2, 3, 4	†Advanced Art
German 1, 2, 3, 4	†Music Major
Spanish 1, 2, 3, 4	†Religion
Biology	†History 3 (English)
†Chemistry	‡History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three and four year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only

‡Not permitted after the Lower Middle year

Elective Minors (ordinarily for Seniors only)

Greek	Music Appreciation
Latin	Mathematics T
French	Mechanical Drawing
German	Navigation
Spanish	Bible 2
Anatomy	Contemporary Affairs
Anthropology	Philosophy
Chemistry S	Public Speaking
Physics S	Social Problems
Instrumental Music	Advanced Studio Art
Choral Music	Advanced Art Appreciation
Harmony	Studio Art
Instrumental Lessons	

Special Courses

Most departments offer honors work for selected students. In addition, special courses designed to cover the work of two years in one are open to properly qualified boys in mathematics and Latin for Juniors; and in German, Greek, and Spanish for Seniors. In French, German, Spanish, and mathematics, particularly able students are offered sequences designed to cover four years' work in three.

A half-year, optional, non-credit course in Public Speaking is open to Upper Middlers and Seniors.

GENERAL INFORMATION

PLAN OF RESIDENCE AND EATING

Andover students live together by classes in the Academy dormitories and faculty houses described on pages 74-75. Each building is under the close supervision of the resident Faculty housemaster.

Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annex, Junior House, is equipped with recreational facilities for fifty-two boys who occupy single or double rooms. Rockwell House, on the other hand, has only single rooms in addition to its recreational facilities. Both buildings are subject to the special regulations and supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in small groups in some thirty Faculty Houses and Cottages. In these buildings the boys receive careful guidance. They also enjoy a degree of independence suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained in their ability to profit from relatively great independence and freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

All boys eat by classes at The Commons, which is described on page 78.

FACULTY COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. He knows intimately the background, the character,

and the standing of each of his boys. With such knowledge of a student's individual needs, the Counselor acts as his friendly advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a liberal Protestant faith and system of values.

Chapel Services, both Sunday and weekdays, are an integral part of school life. The services on Sunday are usually conducted by the Headmaster and the School Minister. Among the list of visiting preachers invited to Andover during the school year are Headmaster Emeritus Dr. Claude M. Fuess, Rt. Rev. Norman B. Nash, Dr. Herbert Gezork, Rev. Robert Russell Wicks, Bishop G. Bromley Oxnam, Rabbi Morris S. Lazaron, Rev. Shelton Hale Bishop, Rev. Clifford Barbour, Dr. Allan K. Chalmers, Rt. Rev. Henry Wise Hobson, Rev. Howard L. Rubendall, Rev. Sidney Lovett.

Attendance at these services is required, although on Sundays boys who prefer to do so may attend services at the Episcopal or Roman Catholic churches in Andover. A number of times each term arrangements are made by which students of Jewish faith may attend their own services either at the Academy or at a synagogue in the vicinity of Andover.

This arrangement makes possible two sets of values: a close connection of each boy with his own chosen denomination, and a program of worship within the life of the school that emphasizes the common elements in our religious faiths.

In a school made up of students from varying backgrounds it is not possible to satisfy fully all the special requirements of varying

sects and denominations. Therefore, no one should apply for admission to Andover who feels that the ritualistic practices of his own faith must be literally followed under all circumstances.

In the school's Chapel Services effort is directed towards achieving a worship that strengthens the aspirations and insights of all students while denying to no one the right to hold to his own sectarian beliefs. It is hoped that the program will help to develop the boy's confidence in religion as a source of strength; his convictions in the rightness of the values which the best in our civilization has nurtured; and, at the same time, his respect for and understanding of the aspirations of other denominations and creeds.

It is expected that both those individuals who enjoy minority religious status as well as those who enjoy majority status will, with equal eagerness, seek these goals by means of which Phillips Academy endeavors to accomplish harmony and unity in diversity.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During the session of 1953-54 the Stearns Lecturer was Mr. James J. McCloy, former United States High Commissioner to Germany. Mr.

Marshall MacDuffie gave the Hosch Lecture and held conferences with students about his recent trip to the Soviet Union. Among the guest artists to appear in George Washington Hall were the Boris Goldovsky Opera Theatre Group, Luboshutz and Nemenoff, duo pianists, and Cornelia Otis Skinner. Mr. Edward Mattos of the Oberlin Conservatory gave the 1954 Sawyer Concert.

STUDENT ACTIVITIES

Voluntary student hobby groups, clubs, and enterprises of various kinds are an extremely important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may roughly be classed as literary, musical, forensic, scientific, and general. Each club is under student leadership, advised by a member of the Faculty who is experienced in that field of activity.

The Phillippian, established in 1878, is a weekly newspaper published every Wednesday of the school year. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or

artistic talent. This book is the chief permanent record to which alumni turn in later years for the record of their years at Andover.

The Dramatic Club includes the stage crew as well as actors. Recent productions have been Shaw's "Devil's Disciple"; Kaufman's "Of Thee I Sing"; Shakespeare's "Othello", "Macbeth," "Henry IV, Part I," "Antony and Cleopatra," "Merchant of Venice," and "Hamlet". One or two foreign language plays in *Latin, French, German, or Spanish* are produced each year. These language plays are projects of language-interest clubs that feature illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the Philomathean Society, founded in 1825. Bulfinch Hall is ideally appointed for the Philo debates, which all students may attend. They may also participate in the Philo-sponsored Sunday afternoon forum discussions of current economic, social, and political problems.

Students interested in art may paint, draw, or model in the studios of the Addison Gallery with the *Art Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school.

The *Ornithology Club* patrols its line of traps and reports its season's summary to the U. S. Bureau of Fish and Wildlife.

Letter-press printing may bear the imprint of the *Paul Revere Press*. The shop consists of a complete print shop with two presses and is now located in George Washington Hall, convenient to the school's service department.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but at the radio shack it also has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

The *Rifle Club*, a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle Association awards, and in interscholastic competition. The new range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where an extensive layout of track and rolling stock awaits their attention.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics (*Science Club*). Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory (*Astronomy Club*). A group interested in tapes and records makes recordings of school events (*Audio Club*). Modest lapidary equipment is on hand for those boys who are interested in gems and minerals (*Minerals Club*). Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a new Chevrolet engine on its jacks invites man-size experiments (*Mechanics Club*). A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Bicycle trips are also popular with the group.

The *Stamp Club* meets in Cooley House. High spots in the

PHILLIPS ACADEMY

club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors the showing of selected motion pictures of the past to the school and then discusses vigorously among its members the values and shortcomings of the films.

The *Sailing Club* has constructed a fleet of small sailing boats for sailing and racing on a nearby lake.

The *Phillips Society* and its activities are based on the effort to understand better the meaning of life, to see more clearly the needs and problems of people, and to help meet these needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests and scope are suggested by a list of some of its activities:

- Receptions for new boys and for foreign students.

- The raising of money for Red Cross, Community Chest, the Salvation Army, Hampton Institute, the Grenfell Association, and other organizations.

- Conducting a program of forums, conferences, chapel talks, and discussion groups.

- Collection of old clothes, second-hand books, and other articles for distribution to schools and hospitals.

- Field trips to hospitals, factories, recreation centers.

- Sunday School teaching and deputation work in the churches in Andover and its vicinity.

For musical activities see "Music," pages 64-66.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such

qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test, and every new Junior must take a physical proficiency test designed to determine his physical aptitudes and weaknesses. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, and boxing; in the spring, baseball, tennis, golf, track, crew, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the Medical Director services shall be rendered and infirmary care provided without charge.

Following the urgent recommendation of the Medical Director and the Athletic Department, parents are strongly advised to see that, if their sons wear glasses, they be provided with shatter-proof lenses, not only to minimize danger of injury on the athletic field but also to obviate possible loss of time in replacing lenses broken in the normal wear and tear of school life.

See page 52 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, prevent disease, and to diagnose and treat illnesses and injuries which may occur. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, and smallpox vaccination. His family is asked to answer questionnaires which will tend to reveal significant symptoms or illnesses noted in the past.

Immediately after the student has been admitted to the Academy, complete dental and lung X-rays, and careful ear and eye examinations for function are done. Tests for speech defects, reading speed, and the presence of language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all the above information. By this means it may be possible to form a fairly accurate estimation of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary is a fifty-bed general hospital with a completely modern X-ray department, a clinical laboratory and a full-time laboratory technician. A well equipped Physiotherapy Unit is under the direction of a qualified Physiotherapist. Graduate nurses are in residence throughout the school year. The Infirmary is equipped to care for all serious medical and surgical emergencies as well as certain other conditions and diseases.

When illnesses and injuries arise in the student body, they are first screened and treated when feasible by the Medical Director and his associate. If highly specialized care is required, easily available local staff consultants and hospitals or Boston physi-

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cians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions which require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and two psychologists, one of whom is on a full-time basis.

The Alumni Committee on Health meets and discusses with the Medical Director policies of health and administration. The members of the committee are Drs. Reginald A. Smithwick, Arlie V. Bock and Joseph C. Garland.

DAILY SCHEDULE

Recitation and study hours	8:00 A.M. to 12:38 P.M.
Athletics	2:00 P.M. to 3:30 P.M.
*Recitation and study hours	3:55 P.M. to 5:35 P.M.
Chapel	5:45 P.M.
Evening study hours begin	8:00 P.M.
†Sunday chapel service	11:00 A.M.

*Wednesday and Saturday afternoons are half-holidays.

†Vespers at 5:15 P.M. during the Winter Term.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Operating under the supervision of members of the Faculty, the work pro-

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gram has become an essential part of the democratic life of the Academy. Without the program, it would be impossible to keep the tuition at its present low figure.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in the Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings, in which all boys participate on the average of one week a term during the school year, four days a week, under the supervision of members of the Faculty.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

DISCIPLINE

Phillips Academy seeks to help boys develop certain desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and

of responsibility to an orderly society. The School has made its rules in accordance with these principles.

A student renders himself liable to dismissal if he is guilty of dishonesty, if he drinks or possesses alcoholic beverages, if he is absent from school bounds without permission, or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

The School expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, or study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

SPECIAL REGULATIONS

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes only may smoke at certain specified times and places. Only day students may use bicycles. No students may have radios or wireless apparatus in their rooms; sets are available in the common rooms of each class.

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses per term.

SUMMER SESSION

The fourteenth annual Andover Summer Session will open on Tuesday, June 28, and close on Wednesday, August 24. Instituted in 1942 to provide an opportunity for acceleration for boys

about to enter the Services, the Summer Session has been continued by the Trustees largely because of its proven value in aiding students assured of September admission in becoming acclimated to the relatively rigorous Andover program. It has been useful also in enabling some of these new boys to make up deficiencies in their previous preparation, thus often saving them from the loss of a full year. Other boys from both public and independent schools who are not candidates for entrance in the fall are also eligible for admission. The Summer Session publishes its own catalogue, which may be obtained after February 1 by writing directly to the Director of the Andover Summer Session, Andover, Massachusetts.

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COLLEGE ADMISSIONS—CLASS OF 1954

College candidates in 1954	*220
Admitted to college	215
Non-returning Uppers admitted to college	1
Total college matriculants, September 1954	207
Admitted to first-choice college	183
Admitted to second- or third-choice college	32
Number of colleges entered	39

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Amherst	5	Middlebury	1
Boston University	1	Oberlin	2
Bowdoin	1	Pennsylvania, University of	5
Brown	12	Princeton	16
Carnegie Institute of Technology	1	Rice	1
Colorado, A & M	1	Springfield	1
Colorado, University of	1	Stanford	7
Columbia	2	Texas, University of	1
Cornell	8	Tufts	1
Dartmouth	10	United States Coast Guard Academy	1
Duke	4	United States Military Academy	1
Eastman School of Music	1	United States Naval Academy	1
Georgetown	2	Washington and Lee	3
Hamilton	1	Wesleyan	4
Harvard	35	Western Reserve	1
Haverford	2	Williams	3
Hiram	1	Worcester Junior College	1
Kentucky, University of	1	Yale	57
Lehigh	3		
McGill	1	Total	207
Massachusetts Institute of Technology	7	Number of Colleges	39

*Including 3 boys taking their next year as exchange students in England and three who entered military service.

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid, or the scholarship earned, have benefited by the endowment funds.

No patron of the school in recent years has met the full cost of his son's Andover education. The total cost to the Academy for each student during the year 1953-54 was approximately \$2,514. Of this figure, \$1,400 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni and from other sources.

Tuition Charges

The tuition charge for each student at Phillips Academy is as follows: \$700 payable on October 1; \$350 payable on January 1; and \$350 payable on April 1. The net rate charge to scholarship students varies according to the need of the applicant. Each student, when assured of admission, is required to make a deposit of \$50 which is credited on his first regular school bill.

The tuition charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, dues to school organizations, and unnecessary breakage and damage to school property.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller.

Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Medical Insurance

All the ordinary illnesses and injuries which occur are cared for by the Medical Director and his staff, and the present tuition charge of \$1,400 includes such medical attention, regardless of the length of the patient's stay in the Infirmary. However, parents are responsible for the payment of fees for all other physicians, surgeons, and private nurses and hospitalization. These services

are employed by the Medical Director whenever in his opinion they are necessary for the proper care of the student.

To assist parents in budgeting such expense our student insurance plan is provided. The cost is \$22.50 for boarding students and \$10 for day students for the twelve-month period beginning the opening day of school. The policy of the day students covers accident only. The charge for insurance is included in the term bill, which is payable October 1.

“Extras”

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of “extras” are given. These are *not* charges made by or payable to the Academy.

Laundry (if done locally)	\$72
Pressing and cleaning	15
Books and supplies	40
Dues, publications, and charitable contributions	15
Miscellaneous, including spending money	60
College Board Examinations for Upper Middlers	6
	<hr/>
	\$208

The thrifty boy can, of course, cut these figures considerably, especially by mailing his laundry home and by purchasing second-hand text books. Scholarship boys can obtain most of their books through the Loan Library. Expenses for travel and for clothing (see page 44) are an entirely personal matter.

Scholarship Aid

One of the basic principles under which Phillips Academy operates is that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover

education. A statement in the Academy's constitution reads, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." Through the generosity of a large number of alumni and other friends of the school, over \$150,000 is available each year to help needy students come to the school.

In accordance with this policy, boys of character and academic promise whose parents can demonstrate their need of financial aid are encouraged to apply for scholarships, even though each year the Scholarship Committee receives more applications than it can accept. Awards vary in amount according to the applicant's need, with a few full scholarships of \$1400 available for boys whose need is great. The Committee requires the parents of all applicants to submit a complete report on their financial status, which will be kept confidential. All boys on the scholarship list are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of and deserving of the special opportunities which they enjoy.

All scholarship boys are expected to perform some useful service for the school in partial return for the aid they receive. To this end, the Bureau of Self-Help exercises control over all student employment, such as work in various departments of the school and campus concessions. The anticipated revenue from such work is included in the over-all provision made for each boy.

Loans to help meet the annual charges may be arranged with the school treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

A wide range of prizes is open to competition by the student body. A complete description of each prize, together with the names of last year's winners, can be found on pages 80 to 87. Also included is a list of the scholarship funds.

ADMISSIONS

GENERAL POLICY

The basic requirements for admission to Phillips Academy consist of evidence of good character and a strong school record. Other factors taken into consideration are personality, breadth of interest, geographical distribution, date of application, and performance on the Academy's Aptitude Test and examination(s). Unless specifically exempted by the Admissions Office, each applicant is expected to arrange for a personal interview with an official or alumnus of the Academy (see Procedure in Applying). *Because the Academy cannot accept many candidates who can meet its minimum requirements, it is necessary to make selections on a competitive basis, with particular emphasis on character and personal qualifications as determined from recommendations and interview, and on academic accomplishment and promise. Priority is given to applications filed before February 1 of the proposed year of entrance.*

Candidates are advised to enter as early in the course as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is especially keen. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 23-25. The outline indicates the work done each year by a student who is neither behind nor ahead of his class in any subject. A boy may take individual subjects above his classification if his prior preparation justifies his doing so. Ordinarily, however, a student is not allowed to take courses in one class to the exclusion of uncom-

pleted courses in a lower class, except in subjects continuing through successive years. Boys entering any of the three upper classes may receive credit for certain courses taken at their previous schools.

PROCEDURE IN APPLYING

In making preliminary application for admission to the Academy, the parent or guardian should submit the form in the back of this catalogue, unless he has already received a detailed final application form from the Admissions Office. In the late fall a final application form is sent to each preliminary candidate desiring admission in the following September. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school presently attended by the applicant, with the request that it be returned *directly to Phillips Academy as soon as possible*.

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. Two of them should be given to the boy's current teachers (not the principal, who completes the application form) and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office. Each applicant is required to write and send in to the Admissions Office a letter describing his main interests and activities, including jobs in school and in his spare time, and mentioning any noteworthy events such as attendance at camp, travel, and so forth. The letter should be written *without assistance from any source*.

Whenever possible it is highly desirable that boys come to Andover for a personal interview with the Director of Admissions or the Admissions

Officer. Appointments for such interviews should be made in advance. Boys unable to visit Andover should write the Admissions Office about the possibility of arranging a personal interview with a local or nearby alumnus of the Academy.

Rooms are assigned to incoming students late in the summer, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 36-37) for the Academy's regulations regarding immunization against certain infectious diseases.

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

REQUIREMENTS FOR EACH CLASS

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from their performance on the Aptitude Test and on entrance examinations in arithmetic or algebra and in English.

The Phillips Academy examination for entrance to Mathematics I (Arithmetic*) covers common and decimal fractions,

*In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from independent schools which are members of the Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. paper will be placed in advanced sections of Junior Latin. (Note statement on pages 50-51, regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 19...")

square root, denominate numbers, percentage, and interest. A suggested text is *New High School Arithmetic*, revised, by Wells and Hart (Heath). A boy whose mathematics course consists primarily of algebra should write instead the Mathematics I (Comprehensive) examination. This paper will include some arithmetic and the topics covered in Part I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill—Enlarged Edition).

In preparation for the Academy's examination for entrance to English I,* the candidate should have an elementary knowledge of grammar, including the parts of speech and the uses of words in the sentence; an ability to read for comprehension simple passages of prose and poetry; a knowledge of the meanings and uses of words; and (most important) an ability to organize ideas and to develop them in coherent paragraphs of simple narrative and expository writing. A suggested text is Tanner's *Correct English, Introductory Course* (Ginn).

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin should write the Latin Comprehensive paper.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, in addition to the Aptitude Test, examinations are required on the work of the Junior year in algebra,† in English,† and in foreign language, † if the latter is being studied. The work is outlined on page 23-25 and is described in pages 53-69. *In most in-*

*See footnote page 48.

†In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from independent schools which are members of the Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2 respectively. (Note statement on pages 50-51 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 19...")

stances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language in the pamphlet of sample examination papers (see below). Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle Class

Candidates for the Upper Middle Class will usually write the Academy's examination for entrance to English 3 and the Aptitude Test. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record.

Senior Class

Candidates for admission to the Senior Class must secure credits, by certification or examination, which cover the work of the Academy's three lower years or its equivalent. The Aptitude Test and an examination for admission to English 4 are usually required as a minimum.

ENTRANCE EXAMINATIONS

Preparation

The following suggestions may prove helpful to all candidates for admission to the two lower classes and to those candidates for the two upper classes who are currently studying the first year of Latin or French.

The Secondary Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for eighty-five cents post-

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paid, a pamphlet entitled, "Definition of the Requirements for 19-". The pamphlet contains detailed subject matter requirements in English, Mathematics, Latin, and French, for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Secondary Education Board pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for Andover.

In addition, Phillips Academy publishes samples of its own examinations, which are available without charge upon request to the Admissions Office.

Schedule and Fees

The Phillips Academy entrance examinations will be held on Friday and Saturday, May 6 and 7, 1955. The schedule of hours is announced in April. The examinations will be given as follows:

In Andover: Samuel Phillips Hall, Phillips Academy.

\$2.00 fee.

In New York: Union Theological Seminary. \$5.00 fee.

In other cities by special arrangement. \$5.00 fee.

The Secondary Education Board's examinations (see footnotes on pages 48 and 49) will be given in many cities on May 25 and 26. The fee is \$5.00.

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student.

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All boys are required to wear coats and neckties to recitations, meals, chapel, and Assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate shoes is required for Sunday church and other formal occasions. All wearing apparel and personal effects should be plainly marked with the student's name.

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses but *not* to purchase anything new before coming to school. Substantial savings can be made on purchases through the Athletic Department. A limited supply of athletic shoes is available on a loan basis for scholarship boys.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent.

Warm overcoat or jacket for the winter months.

Over-shoes or rubbers for the winter months.

DESCRIPTION OF COURSES

ART (see *Visual Arts*)

ANATOMY

Two hours. Anatomy is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics. The text in use is *Atlas of Human Anatomy*, by Barnes and Noble.

ANTHROPOLOGY

Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is a general survey of the Americas before the coming of the whites.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for recitations and once for a laboratory period, with separate sections for Lower Middlers and for upperclassmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one credit for admission to college. The text for upperclassmen is MacDougal and Hegner's *Biology* (McGraw-Hill). The text for Lower Middlers is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

CHEMISTRY

Four hours. Chemistry includes a study of matter and the changes that it undergoes. The preparation, properties, and uses of important elements and compounds are considered. Atomic structure and the periodic classification of the elements is studied in light of modern chemical theory. Special attention is given to modern concepts and to reasoning with them rather than to mere memorization of facts. Modern visual aids, originated on the campus, are used. Laboratory work is included in which modern techniques, sound scientific

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method, and reasoning are stressed. Classroom demonstrations, appropriate industrial processes, glimpses into significant historical events in science, and the social implications of science are included. Completion of the course meets the requirements of the College Entrance Examination Board examination, and furnishes a background for further study of chemistry in college. Texts: *Chemistry for Our Times*, 2nd ed., by Weaver and Foster (McGraw-Hill) and *Laboratory Introduction To Chemistry*, 2nd ed., by Weaver (McGraw-Hill).

CHEMISTRY S. Two hours. One class and two laboratory periods each week. This course is for students who have completed a course in elementary chemistry and who wish to advance to the level of first-year college chemistry. Class work includes review as well as new topics. Laboratory work stresses quantitative experiments.

CHEMISTRY X. Five hours. Equivalent of first-year college chemistry, for which recognition may be gained by an examination for college admission with advanced standing. May be taken with permission of the Chemistry Department by able students who have made a high record in mathematics and physics. Laboratory work is chiefly quantitative. Text for 1954: *Introduction to the Science of Chemistry*, by Mysels and Copeland (Ginn).

THE CLASSICS

The courses in Greek and Latin are arranged to provide a full four-year course in both languages. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin, but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

GREEK 1. Five hours. This course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. This course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term will be devoted to selections from Herodotus, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. This Senior elective studies the Greek Old and New Testaments.

LATIN 1. Five hours. This course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *Pearson's Essentials of Latin* (American Book Company). The course aims at a thoroughly dependable foundation for subsequent reading and study.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Latin Entrance Examination, may be placed in Latin 1-2 and thus given an opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. This course is reserved for boys who give evidence of high ability.

LATIN 2 (Caesar). Five hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time.

LATIN 3. (Cicero). Four hours. This course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. (Vergil). Four hours. In this course an effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to

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read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the work of Ovid and of other poets form the basis of the work.

LATIN H. (Horace). Two hours. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

CONTEMPORARY AFFAIRS

Two hours. An elective course for Seniors on significant current national and international issues. The material includes the historical background of immediate outstanding problems, recent policies of the Great Powers, analysis of the operation of the balance of power, critical examination of the methods and objectives of Russian policy, and discussion of the various pressure areas in world affairs. Texts currently used include appropriate Headline Books of the Foreign Policy Association, Hessler's *Operation Survival*, Walter Bedell Smith's *My Three Years in Moscow*, Leland Stowe's *Conquest by Terror*. Students are expected to read in current periodicals and to participate in discussions. Each student will write one major paper on a selected subject.

ELEMENTARY SCIENCE

Three hours. Designed to form an easy approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Most of the fall term is given to a survey of physical geology; this is followed by a study of the atmosphere from the points of view of biology, chemistry, and physics. The course ends with a consideration of the consequences of the shape and motions of the earth.

ENGLISH

The courses in English aim to teach students to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

These aims are achieved by frequent practice in speaking and writing, by close reading, by sustained attention to problems of syntax and rhetoric, by the study and discussion in class of the chief literary types, and by wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their

special literary aptitudes. Classroom teaching is supplemented in each year by conferences.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

There are two elective courses for those students who have completed four years of English, one a course in expository writing, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *A Book of Short Stories*, edited by Pugh (Macmillan), *Julius Caesar*, *A Tale of Two Cities*, *Great Expectations*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace), *Handbook of English, Book I*, by Warriner (Harcourt, Brace).

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Great Short Stories*, Schramm, *David Copperfield*, *Main Street*, *Jane Eyre*, *Arms and The Man*, *The Rivals*, *Henry IV (Part I)*, *Poems for Enjoyment*, edited by Lieberman (Harper), *English Handbook*, edited by Bailey and Horn (American Book Co.).

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts with particular emphasis upon explication and discussion. Homer's *Odyssey* is read by all sections.

There are frequent long themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Victory*, *Gulliver's Travels*, *Ethan Frome*, Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; the poems of Browning, Williams' *The Pocket Book of Modern Verse*, Untermeyer's *A Concise Treasury of Great Poems*.

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in

close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. This course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, research projects, and original work. Homer's *Iliad* is read by all sections.

Representative texts are *Tess of the D'Urbervilles*, *The Return of the Native*, *Walden*, *The Scarlet Letter*, *The Great Gatsby*, *Understanding Fiction*, edited by Brooks and Warren (Crofts), *Hamlet*, *Othello*, *King Lear*, *Antigone*, selected plays of Ibsen, Shaw, Galsworthy, O'Neill, *Straight and Crooked Thinking* (Simon and Schuster), *Understanding Poetry*, edited by Brooks and Warren (Holt).

ENGLISH 4 S. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who need or desire further training in writing, especially exposition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*; literary aspects of the writing problem are dealt with also through a study of Doubleday's *Studies in Poetry*. More extensive models of writing are examined in a planned sequence of collateral reading throughout the year.

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature* (American Book Co.).

*FRENCH

The French Department offers a continuous five-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and in writing. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary (Larousse: *Dictionnaire des Débutants*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

Students who at the end of their first term of French 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of French at the end of three years.

*See footnote on page 68.

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FRENCH 1. Five hours. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris), Lessons 1-45.

FRENCH 2-A. Five hours. Texts: Robin & Bergeaud, Book I, completed; Book II, Lessons 1-25. Perrier & Lebel, *La Garde montante* (Brentano). C. Aveline, *Voiture 7, Place 15* (Emile Paul, Paris).

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: E. B. DeSauzé, *Nouveau cours pratique de français pour commençants* (J. C. Winston Co.) Robin & Bergeaud, Book II, Lessons 1-25. Perrier & Lebel.

FRENCH 2-X. Five hours. For those who received credit in French 1 Special. Successful completion enables a student to enter French 4 but gives only the same unit credit as French 2.

FRENCH 3. Four hours. Texts: Robin & Bergeaud, Book II, completed. C. Aveline, *La double mort de Frédéric Belot* (Emile Paul, Paris). Ogrizek, *La France* (Odé, Paris).

FRENCH 4. Four hours. Texts: D. W. Alden, *Introduction to French Masterpieces* (Appleton-Century-Crofts). A. Lévêque, *Histoire de la civilisation française* (Henry Holt). Readings from standard French authors, Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH 4S. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

FRENCH 5. Four hours. A major course offering advanced work in speaking, writing, and literature. Successful completion of French 4 is a prerequisite.

FRENCH 5S. Two hours. Senior elective. Offers advanced work in French for those whose schedule does not permit a four-hour course. Completion of French 4 is a prerequisite.

*GERMAN

The German Department offers a four-year course with the following objectives: (1) a sound grammatical foundation, (2) reading fluency, and (3) the ability to speak and write the language correctly. In addition, the course is intended to stimulate the students' interest in the life and customs of the German people and in German literature and art.

In the first year, instruction is chiefly through the medium of English. German is gradually substituted until, by the end of the second year, German is used almost entirely.

Since 1952, there has been a regular student exchange with the *Schule Schloss Salem*, an outstanding preparatory school in Southern Germany. Qualified students are eligible for this exchange in their Upper Middle year.

*See footnote on page 68.

GERMAN 1. Five hours. Mastery of the fundamentals of grammar, accurate pronunciation, and a basic vocabulary are the goals of the course. Beginning readers enlarge the students' vocabulary and increase their reading power. The spoken language is introduced in form of conversations, short talks, and oral synopses of reading assignments. During the winter and spring terms, the students are directed to write simple compositions based on the reading.

GERMAN 1-2. Six hours. The course is designed for qualified seniors only who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2. Five hours. Chiefly a reading course, calling for increased vocabulary and a more advanced reading ability. Two short novels and a collection of short stories serve as an introduction to modern German prose and everyday language. A thorough review of the grammar and exercises in composition and conversation are continued throughout the year.

GERMAN 2-X. Five hours. An accelerated course for qualified students, covering material from both German 2 and German 3. Only one year of credit is given, but upon successful completion of the course students are admitted to German 4. Outside reading is required.

GERMAN 3. Four hours. The first term is devoted mainly to first readings in German masterpieces and an introduction to the German poetry of the last two centuries. In the second term, a modern drama is read; during the current year, Zuckmayer's *Des Teufels General*. The third term is used for the study of outstanding German prose by such authors as Stifter, Rilke, Mann, and Hesse. Composition and conversation exercises are continued throughout the year. Outside reading is required, including some scientific prose. Classes are conducted in German.

GERMAN 4. Four hours. The course gives a survey of German culture from the Middle Ages to our time, with emphasis on the 19th and 20th centuries. It is based on various selections of German poetry and prose. Extensive use is made of recorded music and reproductions of German art. Classes are conducted in German. Outside reading is required.

GERMAN S. Two hours. For qualified students of the senior class who wish to continue German as a minor subject, the course is designed as a means of keeping in contact with the language. Contents vary according to the needs of the students.

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves towards the analytical and abstract only in the Upper and Senior years. The first-year course relies upon textbooks for students. Subse-

quent courses use both individual and reference texts and historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1. GREECE AND ROME. Three hours. The course is designed to introduce the students to the study of history, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, the Near East, Mesopotamia, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, literature, religion and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is in turn placed on note-taking, map work, and writing.

By the middle of the fall term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to and in comparison with the present. Emphasis is upon the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, and Rome's contribution in bringing Hellenistic culture to mediaeval Europe.

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. The students are given a view into the history of Western Europe, from the end of Roman domination to the period of Napoleonic ascendancy.

France, with her political and cultural influences upon other countries, is the central theme.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The Library provides the several texts necessary for the various topics to be studied; visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged

to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

HISTORY 4. THE UNITED STATES. Five hours. This final course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed.

MATHEMATICS

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The course covers the topics of Welchons and Krickenberg's *Algebra*, Book I (Ginn) through systems of equations involving one quadratic and one linear. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

The abler students are placed in a section (Mathematics 1-2) which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3A. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 5 or some other elective in their Senior year.

MATHEMATICS 1B—First Year Algebra. Five hours. The beginning course in algebra, designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The books used are the same as in Mathematics 1A, except for Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Note: Able students, on the completion of either Mathematics 1B or Mathematics 1A may be admitted to Mathematics 2-X, which progresses more rapidly than Mathematics 2

and which, by the end of the Upper Middle year, completes *Mathematics 2*, *Mathematics 3A*, and *Mathematics 4*. The course is also open to selected students entering the school as Lower Middlers. Students who successfully complete the course are prepared to take either *Mathematics 5* or some other elective in their Senior year.

MATHEMATICS 2—Second Year Algebra. Four hours. The course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in *Mathematics 1A* with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of the course meets the college requirements for two units of credit in elementary and intermediate algebra.

MATHEMATICS 3A—Plane Geometry and review of Algebra. Five hours. This is the regular course in *Mathematics 3*, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Welchons and Krickenberg's *New Plane Geometry* (Ginn). A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). The supplementary work in algebra is covered with the use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra and review of Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to *Mathematics 1A* or *1B*. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for two units credit in elementary and intermediate algebra.

MATHEMATICS 4—Trigonometry, Solid Geometry, and Advanced Algebra. Five hours. The prerequisite of the course is the satisfactory completion of one of the *Mathematics 3* courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, and selected topics in advanced algebra. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath), Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon), and Smith-Fagan's *Mathematics Review Exercises* (Ginn).

Completion of the course meets the college requirements for one unit of credit.

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MATHEMATICS 5 — Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is *Analytic Geometry and Calculus* by Longley-Smith-Wilson (Ginn.)

MATHEMATICS T—Plane Trigonometry. Two hours. An elective course restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MECHANICAL DRAWING

Two hours. An engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, orthographic projection, isometric projection, intersection of surfaces, development of surfaces, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French and Vierck's *Engineering Drawing*—Eighth Edition (McGraw-Hill), supplemented by sound motion pictures and film strips.

MUSIC

INTRODUCTION TO MUSIC. Two hours. The second half of the course "Introduction to Art and Music" is devoted to music. This course is ordinarily required of all members of the Upper Middle Class, with the exception of those students who are permitted to take Music Appreciation, Instrumental Music, Choral Music, private instruction in music, or Studio Art. The development of musical thought is studied in order to give the student an acquaintance with the strengths and weaknesses of all types of music, and to give him a greater understanding and enjoyment of serious music. The evolution of American music from folk music to today's symphonies is studied, as well as program music and symphonies of the romantic and classical schools. The subject matter is illustrated with recordings.

CHORAL MUSIC. Two hours. Two classroom and two evening rehearsal hours, no preparation required. Qualified singers may take the course in their Upper Middle and/or Senior years. A well settled and basically accurate voice is required. The purpose of this course is to develop an understanding and appreciation of a wide variety of music through group singing. Time will be spent in developing a fine vocal ensemble and working towards an ability to sight sing at least simple four-part music and maintain fine tone color and excellent

pitch. More ambitious choral works will be worked on in greater detail in order to acquaint the student with the finest choral literature.

INSTRUMENTAL MUSIC. Two hours. Two classroom and two evening rehearsal hours, no preparation required. Qualified instrumentalists may take the course in their Upper Middle and/or Senior years. A basic knowledge of a band or orchestral instrument is required. The purpose of the course is three-fold: to develop an understanding and appreciation of a wide variety of music through sight reading, to develop knowledge of the mechanics of music by extensive work on a more limited number of works, and to develop a greater facility with the chosen instrument through a greater opportunity for playing it in a group.

MUSIC APPRECIATION. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors as an elective, and also to qualified Upper Middlers.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite to this course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. Lessons are normally given without charge to members of the school orchestra and the band. For particularly advanced students arrangements are made for a teacher to come out from Boston, for which there is a small fee. For piano and organ students there is a separate charge of \$100 per year for weekly half-hour lessons, and \$200 for weekly hour lessons. The charge for voice lessons is comparable. A staff of distinguished teachers is available for this instruction.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses except Instrumental Music and Choral Music.

CHAMBER ORCHESTRA. The school chamber group meets weekly and plays a wide variety of music. This group occasionally presents concerts at the Academy and at neighboring schools.

MARCHING BAND. During the football season the school Marching Band performs at the half-time of every game. This group (which meets twice weekly for musical rehearsals, and once a week for marching practice) develops unusual facility in playing band music, as well as in performing intricate maneuvers on the field.

CONCERT BAND. The Concert Band is formed after the end of the football season. This group prepares serious and semi-classical music, arranged for Band, for presentation in a series of concerts at Phillips Academy and at neighboring girls' schools. The Brass Choir, made up of members of this group, often joins the Chapel Choir in presentation of sacred music in the Chapel. They also frequently perform at Glee Club and Band concerts.

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BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

GLEE CLUB. The Glee Club consists of one hundred members, and meets twice a week for rehearsals. Secular part songs are prepared for joint concerts with the glee clubs of neighboring girls' schools. Occasionally the Glee Club collaborates with the Dramatic Club in the presentation of operettas in George Washington Hall.

CHOIR. The Chapel Choir consists of fifty students. In their rehearsals, once a week and before the service on Sunday, they prepare the music to be sung in the Chapel, in which they maintain a high standard of choral singing. Once each term, choirs from nearby girls' schools join the Chapel Choir in the presentation of a special musical service.

NAVIGATION

Two hours. Open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* (1951 Edition) are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

PHILOSOPHY

Two hours. The course offers an introduction to some of the major problems of philosophy in ethics, politics, and metaphysics. The reading consists of the Platonic dialogues dealing with the trial and death of Socrates, the *Protagoras*, the *Symposium*, and the *Republic* (in part), Joad's *Guide to Philosophy and Metaphysics*. In the spring term a book by some contemporary philosopher, such as Santayana, Whitehead, or Langer is read.

PHYSICS

Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Brown and Schwachtgen's *Physics, The Story of Energy* (D. C. Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about thirty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

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PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. The course, during the fall and winter terms, consists of a review of elementary physics but new work, particularly in mechanics, is taken up as the review progresses. During the spring term the work is entirely new and covers various aspects of atomic physics, such as a treatment of the fundamental particles of matter by means of a study of the mechanics of gases, as well as a study of the fundamental particles of electricity. There is a brief discussion of the quantum theory if time allows.

PUBLIC SPEAKING

Two hours. In the courses in English, oral reading and speaking form part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in debating and parliamentary procedure. In the speeches emphasis is placed on worth of material, clearness of thinking, and on effectiveness of delivery. The texts used are *Basic Principles of Speech*, by Sarret & Foster (Houghton-Mifflin); *Parliamentary Procedure*, by Reeves (Heath).

RELIGION

BIBLE 1. Two hours. The course traces the development of the most important religious concepts of the Old and New Testaments. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. The course is given to all members of the Lower Middle Class.

BIBLE 2. Two hours. No prerequisite. An elective course for Uppers and Seniors, who wish to make a more intensive study of the Old and New Testament Scriptures than that offered in the Lower Middle Year.

RELIGION. Four hours. An elective course for Seniors. It includes a term's study of eleven living religions of the world and their sacred writings. The second part of the course is devoted to a study of the New Testament. The third term's work includes study and discussion of the basic doctrines of the Jewish and Christian faiths.

SOCIAL PROBLEMS

Two hours. An elective for Seniors, the course is a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

*SPANISH

The Department of Spanish offers a continuous course, covering four years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

SPANISH 1. Five hours. The beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are *Spanish for Conversation* by Leslie (Ginn) and *Cuentos y Risas*, by Leslie (Oxford), with additional reading at appropriate levels.

SPANISH 1-2. Six hours. The course is designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. The basic texts are *Everyday Spanish* by Picazo de Murray (Mexico City College Press), *Repaso* by D. Walsh (Norton), and *Cuentos Americanos* edited by D. Walsh (Norton).

SPANISH 2. Five hours. A continuation course, placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral drill is stressed with some emphasis on extemporaneous speaking. *Un Viaje por España* by Crawford (Holt) is used together with such readers as *Cuentos Americanos* edited by D. Walsh (Norton) and *Vida y Hazañas de Juan Belmonte, Torero*, edited by Bourland and Helman (Norton).

SPANISH 2-X. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish in so far as is feasible. The main texts, supplemented by additional readings, are *Libro de Repaso y Conversacion* by Centeno and Rogers (Dryden); *Pensativa* by Goytortúa (Appleton-Century-Crofts); and *Cuentos Criollos* edited by G. Walsh (Health).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or *realia*. The basic text is

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

Babin's *Introducción a la Cultura Hispánica* (Heath) for cultural and historical background. Among the literary works read in the course are Uslar Pietri's *Las Lanzas Coloradas* (Norton) and Martínez Sierra's *Sueño de una Noche de Agosto* (Norton), as well as selections from the masterpieces of Spanish literature, to be found in such anthologies as *Representative Spanish Authors* edited by Pattison (Oxford).

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

THE VISUAL ARTS

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music", is devoted to the Visual Arts. This course, counting as two hours a week, is one of three options ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The purpose of the course is to provide a basis for making reasoned judgments in the visual field. Accordingly, the student is presented with facts concerning the structure and design of architecture, painting, sculpture and, to a lesser degree, the industrial and decorative arts. He is taught to recognize these facts when applied to cultural styles, both past and present. By analyzing certain monuments, he discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about these monuments in terms of the earlier part of the course. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it presupposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full, or major, course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. Advanced work may be taken as a half course, counting two hours a week, consisting of both discussion in the classroom and participation in the studio.

BUILDINGS AND EQUIPMENT

GROUNDS

The Main Campus is composed of three focal points: the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond. On the main campus are situated most of the older Academy buildings, largely of brick with stone trimmings in the Georgian Colonial style. These have been used in some degree as models for the newer structures, but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity.

The Brothers Field (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide five football fields, five baseball diamonds, four soccer fields, the running track, hockey rinks, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, Class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

The Old Campus and other fields are also used for baseball, football, soccer, and tennis.

The Moncrieff Cochran Sanctuary (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of

land is a log cabin, and at spots of particular beauty stone seats have been erected: one to the memory of the late Professor Charles H. Forbes, Acting Headmaster; another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928; a third to the memory of Thomas Cochran, of the class of 1890; and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

SPECIAL BUILDINGS

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was

presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as among the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Search for the Real", 1948; "Layman's Guide to Modern Art", 1949-54; "The Naked Truth and Personal Vision", 1954, based on special exhibits arranged in connection with the Upper Middle course in Art. All are simply written and intended for adult as well as for student readers.

An Art Film Library of some two dozen titles was established in 1954 to service schools and colleges in New England, as well as the Academy community.

The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of

1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are 78,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 247 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., except for the period 5 to 6:15 P.M.; Saturdays from 8 A.M. until 6 P.M.; and Sundays from 2:30 until 9:45 P.M.

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857,

provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the south-eastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list which is available at the museum office.

The building is open on weekdays from 9 A.M. to 5 P.M. and on Sundays from 2 to 5 P.M.

*DORMITORIES

Foxcroft Hall (1809), two entries for sixteen boys each.

Bartlet Hall (1821), two entries for seventeen boys each.

Draper Cottage (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

Pemberton Cottage (1893), for eight boys. The gift of Melville C. Day, class of 1858.

Andover Cottage (1893), for thirteen boys. The gift of friends in Andover.

Eaton Cottage (1893), for ten boys. The gift of Melville C. Day, class of 1858.

*See page 28 under "Plan of Residence and Eating."

Bancroft Hall (1900), two entries totalling thirty-two boys. The gift of Melville C. Day, class of 1858.

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, offer accommodations for fifty-two Juniors.

Bishop Hall (1911), two entries totalling forty boys.

Day Hall (1911), two entries for twenty-three boys each. The gift of Melville C. Day, class of 1858.

Adams Hall (1912), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Taylor Hall (1913), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Johnson Hall (1922), two entries for twenty boys each.

Paul Revere Hall (1929), two entries totalling forty-four boys. The gift of Thomas Cochran, class of 1890.

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors.

The following thirty-one houses, known as **Faculty Houses and Cottages**, provide accommodations in relatively small groups for most of the Lower Middle Class and for a few members of the other classes:

Abbot House	Fay House	Park House
America House	French House	Pease House
Blanchard House	Frost House	Salisbury House
Carter House	Gould House	Samaritan House
Cheever House	Greene House	Smith House
Churchill House	Hardy House	Stowe House
Clement House	Hayward House	Tilton House
Cole House	Jackson House	Tucker House
Coy House	Merrill House	Williston House
Farrar House	Moorehead House	Woods House
	Newman House	

PHILLIPS ACADEMY

CLASSROOM BUILDINGS

Pearson Hall (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for classrooms.

Bulfinch Hall (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen classrooms and a number of conference rooms for the exclusive use of the English Department.

Graves Hall (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it is now the headquarters of the Music Department. The instrumental music moved into the top floor in the summer of 1951, and a number of practice rooms for piano, instrumental, and vocal students are being constructed.

Samuel Phillips Hall (1924) was given by the alumni and friends of the school. It contains classrooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

George Washington Hall (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which Wednesday and Saturday

morning assemblies are held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

Samuel F. B. Morse Hall (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

OTHER BUILDINGS

The Gymnasium (1901; 1951) is a large single unit composed of two parts. **The Borden Gymnasium** was erected in 1901 from gifts, the largest of which was that of Matthew C. D. Borden, Class of 1860. **The Memorial Gymnasium** was built in 1951 as a tribute to Andover's sons who were lost in World War II. The combined facilities include four basketball courts; a seventy-five foot, six-lane swimming pool; a separate pool for diving with high and low boards; a spacious wrestling room; a large general exercise room; and five squash courts.

Isham Infirmary (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

Peabody House (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

Memorial Tower (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in World War I. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

Case Memorial Building (1923) is the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

Sumner Smith Artificial-Ice Hockey Rink. On the north-east side of the "Cage" is an out-door, artificial-ice hockey rink constructed in 1950 through alumni generosity. Its skating surface is usable in temperatures up to fifty degrees, and the hockey season has thereby been greatly lengthened.

The Commons (1930) is the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. The building is divided into five large halls, one for each of the four classes and one for those students taking their turn on Commons duty. This hall is notable for its murals by Barry Faulkner. Smaller rooms provide meeting and dining facilities for activity groups. The main halls are paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. A most attractive common room is appropriately furnished for student recreation. Three kitchen and serving pantries are fully up-to-date in equipment.

The Andover Inn (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation

are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment. Reservations for special occasions such as the opening of school and graduation should be made well in advance through Mr. Robert W. Frazer, Manager.

The Cochran Church (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ.

In 1950 the dissolution of the fraternity system at Andover made the following buildings available for the uses indicated:

Alumni House serves as a gathering place for returning alumni. It contains sleeping, eating, and recreational facilities.

Cooley House is used by the Athletic Department for team meetings, by many discussion groups, by student clubs, and by the Alumni Office for after-game teas for parents and visiting teams.

Benner House furnishes a centrally located snack bar open to the entire school community at appropriate hours.

Graham House is the headquarters of the Phillips Society and is also used for many social gatherings,

Senior House is the social and recreational center for the entire Senior Class.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES. For declamation. Open to members of English 3, 4, and 5. \$20, \$15, and \$10. Established (1878) by Warren F. Draper, Class of 1843, (sustained since 1867). Awarded 1954 to (1) Hollis William Frampton, Jr., (2) Anthony Christopher Costello, (3) James Joseph Curry.

MEANS PRIZES. For declamation of original essays. Open to members of English 3, 4, and 5. \$23, \$12, and \$10. Established (1879) by William G. Means, of Andover, (sustained since 1868). Awarded 1954 to (1) Hollis William Frampton, Jr., (2) James Edgar Liles, (3) Wallace Emmett Tobin, III.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$51 to the winning team. Established (1910) by Henry S. Robinson, of Andover, (sustained since 1896). Divided equally 1954 among John Brownell Oettinger, Duane Frisbie Bruce, Paul-Gabriel Boucé.

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. Sustained by the late Charles H. Schweppe, Class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe. Awarded 1954 to (1) Michael Davidson West, (2) Robert Leon Pendleton.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$12 and \$8. Established (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916). Awarded 1954 to (1) Michael Davidson West, (2) James Joseph Curry.

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$30. Established (1923) by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. No award 1954.

LANGLEY PRIZE. For an essay on Charles Dickens, open to the entire school. \$10. Established (1927) by Stephen S. Langley, Class of 1863. Awarded 1954 to James William Harpel.

LEONARD PRIZES. For declamation of original essays. Three prizes of books. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Department of English, in memory of the late Arthur W. Leonard, former Head of the English Department. Awarded 1954 to (1) Anthony Wolff, (2) James Douglas Lorenz, Jr., (3) Alexander Charles Sutherland. Honorable mention: James Henry Breasted, 3d, Don Carlos Dunaway, Jr., William David Turner Ellington, and John Robert Ross.

CARR PRIZES. For skill in oral English. \$16, \$12, \$8, and \$4. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, Class of 1922. Awarded 1954 to (1) James Henry Breasted, 3d, (2) Samuel Rea, (3) Alan Hunter McLean, (4) Alan Franklin Blanchard.

PHILLIPS ACADEMY

BURNS PRIZES. For an original poem. Three prizes of \$15 each to be awarded to one boy in each of the three upper classes. Established (1944) by Mrs. John P. O'Rourke in memory of her son, Lieutenant Charles Snow Burns, Class of 1941. Awarded 1954 to James Henry Breasted, 3d, Anthony Barnes Pratt, Hollis William Frampton, Jr. Honorable mention: Frederic Anthony Rzewski.

SUMNER R. KATES PRIZE. For an essay in American Literature. \$20. Sustained (since 1950) by Sumner R. Kates, Class of 1938. Awarded 1954 to Alfred Charles Krass.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$25, \$10, and \$5. Established (1879) by Joseph Cook, LL.D., Class of 1857. Awarded 1954 to (1) Robert Stockton Rogers, Jr., (2) Ransford Comstock Pyle, (3) Donald Boyden Ryder.

WEIR PRIZE. In New Testament Greek. \$50. Established (1928) by Rev. William N. Weir, Class of 1895. Awarded 1954 to John Elias Kolofolias.

DOVE PRIZES. In Latin. Open to Seniors or members of Latin 4. \$25, \$15, and \$5. Established (1915) by George W. W. Dove, Class of 1853 (sustained since 1880). Awarded 1954 to James Joseph Curry. Honorable mention: William Franklin Dove, Jr.

DEPARTMENT PRIZES. For excellence in Latin translation, composition, and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. \$10 and \$5. Awarded 1954 to (1) Gregory Weimer Dickerson, (2) Robert Claro Johnston. Honorable mention: Michael Davidson West. For recitation from memory of poetry or prose. \$10. Awarded 1954 to Michael Davidson West.

Open to students in Latin 2. Translation and composition. \$10 and \$5. Awarded 1954 to (1) Charles Frederick Carson Ruff, (2) Paul William Smith. For recitation from memory of poetry or prose. \$10. Awarded 1954 to George Bundy Smith.

Open to students in Latin 1. For recitation from memory of poetry or prose. \$10. Awarded 1954 to Daniel A. Wallace.

JOHNSON PRIZE. In Greek composition. \$10. Established (1932) by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, Class of 1875, (sustained since 1924). Awarded 1954 to James Joseph Curry.

VALPEY PRIZES. In Latin composition. \$15. In Greek composition, \$15. Open to the Upper Middle Class. Established (1896) by Rev. Thomas G. Valpey, Class of 1854. Awarded 1954 in Latin to Robert Claro Johnston. Honorable mention: Michael Davidson West. Awarded 1954 in Greek to Richard Newell Smith.

BENNER PRIZE. For excellence in first-year Greek. \$25. Established (1950), sustained (since 1939) by the Rogers Associates, Inc. in honor of Allen Rogers Benner, Class of 1888, for forty-six years Professor of Greek in Phillips Academy. In 1954 divided equally between Peirson Sterling Page Bennett and Ellis Boris Levine.

PHILLIPS ACADEMY

CATLIN PRIZE. \$1000. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the Class of 1863. Awarded 1954 to David Edward Green.

GERMAN

STEVENSON PRIZE. In German composition, oral and written. \$10. Open to the Senior and Upper Middle Classes. Established (1904) by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1954 to James Merrill Carlsmith.

VAN DER STUCKEN PRIZE. For proficiency in German. \$20. Sustained anonymously (beginning in 1952) in memory of Dirk Hugo van der Stucken, instructor in German at Phillips Academy, 1928-1948. In 1954 divided equally between James Merrill Carlsmith and Paul-Gabriel Boucé.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. Established in part (1909) by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868. Awarded 1954 to Thomas Anthony Carnicelli.

DEPARTMENT PRIZES. For aural ability. First and second prizes in books awarded to those students in their first and second year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

Awarded 1954 in French 1 to (1) Gary Banks Hammond and Henry Johnson Irwin, (2) John Elias Kolofolias. Awarded 1954 in French 2 to (1) John Allan Royall, (2) Richard William Parks.

ANTHONY D. GRAVES PRIZE. For beginning French students. Twenty dollars awarded annually to the student whose application and effort result in the greatest over-all improvement during his first year's study of French. Established 1954 by Mrs. Charles F. Pease in memory of her father. Divided 1954 equally between William White Ellis and Francis Gracey Childers.

SPANISH

HAYDEN PRIZE. Awarded to that member of the Junior or Lower Middle Class who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. \$25. Established (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile. Awarded 1954 to André Roger Guy Janus.

HISTORY

SMITH PRIZE. In American History covering the years 1775-1936. \$50. Sustained (since 1924) by Lloyd W. Smith, Class of 1892. Awarded 1954 to William Franklin Dove, Jr. Honorable mention: John DuMoulin.

PHILLIPS ACADEMY

HAYMOND PRIZES. In American History. \$50. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of \$25 and \$10 respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, Class of 1942 and Thomas Arnette Haymond, Class of 1943. Awarded 1954 to (1) James Joseph Curry, (2) William Franklin Dove, Jr., and (3) Ritchie Brooke Coryell.

LAUDER PRIZES. In History of England and the British Empire. First prize \$27.50; second \$17.50. Competitive examination. Established (1916), sustained (since 1913), by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1954 to (1) Arthur Lloyd Kelly, and (2) Raymond Charles Clevenger.

MARSHALL S. KATES PRIZE. In American History. \$20. Awarded to an undergraduate taking the course in History of the United States for an essay on a topic in the field of American History. Established (1952) by Marshall S. Kates, Class of 1939. Awarded 1954 to Kenneth Birger Pyle.

GRACE PRIZES. In American History. \$50, \$30, and \$20. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. Established (1952) by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1954 to (1) Alfred Charles Krass, (2) David Joel Steinberg, (3) Kenneth Edward MacWilliams. Honorable Mention: Stevens Edward Ralph.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. \$100, \$75, \$50, \$25, and \$10. Established (1898) by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1954 to (1) Michael Davidson West, (2) Daniel Catlin, Jr., (3) Thomas William Storms, (4) Brian Hunter Claxton, (5) Manuel José Cabral.

EATON PRIZE. In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. Sustained (since 1938) by Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics. (To be announced).

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of classroom work and an examination. \$25 and \$15. Established (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics from 1873 to 1921. Awarded 1954 to (1) William Franklin Dove, Jr., (2) Roger Nicholas Beilenson.

BAILEY PRIZE. In Lower Middle Mathematics. \$25. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1954 to Carlton Farquhar Andrus.

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school mathematics. \$125, \$75, and \$25. Established (beginning 1954) by J. Lester Parsons with the cooperation of William C. Ridgway, Jr.,

PHILLIPS ACADEMY

Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, an instructor at Phillips Academy from 1933 to 1951. Awarded 1954 to (1) William Richard Crowther, (2) William Franklin Dove, Jr. (3) Neil Wylie Henry.

TOWER PRIZE. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of mathematics. Established in 1954 and sustained by John W. Dixon of the Class of 1924, in recognition of Oswald Tower, instructor in mathematics at Phillips Academy 1910-1949. Awarded 1954 to William Richard Crowther.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$10. Sustained (since 1900) by William S. Wadsworth, M.D., Class of 1887. Awarded 1954 to Henry MacPherson Brown and William Franklin Dove, Jr.

WADSWORTH PRIZE. In Biology. To the student holding the highest rank in Biology for the year. \$10. Established (1953) by William S. Wadsworth, M.D., Class of 1887. Awarded 1954 to Anthony Irving Eller.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$45. Established (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, trustee of Phillips Academy, 1912-1923. Awarded 1954 to Keith Spalding Brown, Jr.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest average grade in ten hours of the Natural Sciences studied while at Phillips Academy. \$900. Established (1945) by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937. Awarded 1954 to William Richard Crowther.

MARSH PRIZE. In Biology. To a student in the school who has been outstanding in interest and attainment in the Biological Sciences. \$25. Sustained (1936-1949) by the Headmaster and (since 1950) by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1954 to Luis Ramon Santaella.

BAUSCH & LOMB HONORARY SCIENCE AWARD MEDAL. For exceptional progress in science studies. Awarded 1954 to William Richard Crowther.

MUSIC

CUTTER PRIZE. For proficiency in orchestral, especially stringed, instruments. \$40. Established (1925) by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. In 1954 divided equally between Daniel Woodhead, 3d, and Kenneth Michael Day.

POYNTER PRIZE. For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. \$20. Established (1943) in memory of Edward Pitkin Poynter of the Class of 1940, who gave his life for his country in the aviation service on July 15, 1943. In 1954 divided equally between Kenneth Moller Sanderson and David Michael Clew.

PHILLIPS ACADEMY

JONES PRIZE. For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$20. Established (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943. In 1954 divided equally between Peter Edwin Gerschefski and John Alexander Erskine Spencer.

COLLIER PRIZE. Awarded for proficiency in the playing of the piano. \$25. Established (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy. Awarded 1954 to Robert Stockton Rogers, Jr.

FULLER MUSIC PRIZE — A prize of \$500 contributed by Mr. Samuel L. Fuller, Class of 1894, to be awarded irrespective of scholarship grants to a musical student who has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower after all chapel exercises during the school year and on such other occasions as may be directed by the Headmaster. Awarded 1954 to Martin Joseph Faigel and Charles Gamaliel Kurzon.

BAND PRIZE. For that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. Sustained (since 1953) by the Department of Music. Divided 1954 equally between Peter Edwin Gerschefski and Roger Bruce Hardy.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. Sustained (from 1932) and established (1942) by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1954 to Frank Philip Stella.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. Given in memory of Augustus Porter Thompson, 3rd, Class of 1928. Awarded 1954 to Anthony Christopher Costello.

ADDISON GALLERY ASSOCIATES PRIZE. For a student who has distinguished himself in art as well as in other activities. \$25. Sustained (since 1941) by the Addison Gallery Associates. Awarded 1954 to Hollis William Frampton, Jr.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan. Awarded 1954 to José Enrique Ruiz-Castillo.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935. Awarded 1954 to Richard Courtney Starratt.

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. Sustained (since 1944) by Eugene S. Bierer, Class of 1943. Awarded 1954 to Robert Baylor Semple, Jr.

BUTLER-THWING PRIZE. For the member of the Junior Class with highest marks in entrance examinations. \$20. Established (1918) by Capt. Francis Butler-Thwing, Class of 1900. Awarded 1954 to Eric Richard Myrvaagness.

PHILLIPS ACADEMY

BYER MEMORIAL. A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, Class of 1938. Awarded 1954 to William Franklin Dove, Jr.

FACULTY PRIZE. For the Senior graduating with the highest average in scholarship. \$100. Established (1923) by Sanford H. E. Freund, Class of 1897, (sustained since 1912). Awarded 1954 to William Franklin Dove, Jr.

FEDERATION OF HARVARD CLUBS PRIZE. For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover. Awarded 1954 to James Edgar Liles.

FULLER PRIZE. Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, Class of 1894. Awarded 1954 to Richard Courtney Starratt.

HOCKEY PRIZE. To a member of the Hockey Team who is in good scholastic standing and who during his association with hockey at the school has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Sustained (since 1944) by Sumner Smith, Class of 1908. Awarded 1954 to Richard Courtney Starratt.

HOPKINS PRIZE. To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. \$200. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of John P. Hopkins. Divided equally 1954 among 17 winners.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$50. Established (1953) by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1954 to George Montford Beasley, 3d.

IMPROVEMENT PRIZE. \$100. Awarded annually to that member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development in character and scholarship. Given by a member of the Class of 1916. Awarded 1954 to Louis Joseph Gonnella.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1954 to Robert Elihu Sigal.

LORD PRIZE. Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Established (1946) by Mason Faulconer Lord, Class of 1944. Awarded 1954 to John Barker Hickox.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$35. Established (1931) by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his senior year. Divided equally 1954 between Robert Baylor Semple, Jr., and David Potter Goodman.

PHILLIPS ACADEMY

SCHUBERT KEY. Awarded annually to a member of the Senior Class who has excelled in varsity athletics and who best has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A key. Established (1950), sustained (since 1944) by the Eta Delta Phi Society in memory of Edmund John Schubert of the Physical Education Department. Awarded 1954 to Millard Kenneth Ryan, 3d.

SCHWEPPE (RICHARD JEWETT) PRIZE. Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. \$40. Established (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1954 to Peter Edwin Gerschefski.

STEARNS PRIZE. Awarded annually in honor of Dr. Alfred E. Stearns, Class of 1890, Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. \$50. Sustained (since 1951) anonymously. Awarded 1954 to Roger Bruce Hardy.

SULLIVAN PRIZES. Four prizes, of \$200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1954 to Quincy Adams Ayscue, class of 1953, Kenneth Albert Pruett, Keith Spalding Brown, Jr., and Arthur Lovekin Donovan.

VAN DUZER PRIZES. Two prizes of \$250 each, awarded as outlined below. Sustained (since 1912) in memory of Henry S. Van Duzer, Class of 1871.

(a) **ANDOVER-HARVARD.** "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1954 to Frederick William Byron, Jr. (b) **HARVARD-ANDOVER.** "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1954 to David Edward Green.

WARREN PRIZE. "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty." \$40. Established (1925) by Frank Dale Warren, Jr., Class of 1915, in memory of his father, of the Class of 1879. Awarded 1954 to William Franklin Dove, Jr.

WELLS PRIZE. A prize of \$50 to be awarded annually to the member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory this prize is given. Sustained (beginning in 1953) by Mr. and Mrs. J. Brent Wells in memory of their son, the late Anthony Peter Wells, admitted to the Class of 1956. Awarded 1954 to Michael Sean Mahoney.

YALE BOWL. Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. Awarded 1954 to Timothy Ladd Hogen.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or established, were first awarded.

SCHOLARSHIPS

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of \$4,000.	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.	7,762.64
SAMUEL FARRAR (1865), treasurer of Phillips Academy from 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
JANE AIKEN CLARKE (1870). James G. Clarke, Class of 1839, in memory of his mother.....	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1848, in memory of his brother, of the Class of 1847. For boys from Andover.	500.00
CLASS OF 1878 (1878), Senior classical class.	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.	1,000.00
HIRAM W. FRENCH (1879), Class of 1839.	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the Class of 1875	1,000.00
STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, Class of 1875	1,450.14
WARREN F. DRAPER (1890), Class of 1843.	1,000.00
CHARLES L. FLINT (1890), Class of 1845. Preference to boys from Middleton, Mass.	5,000.00

PHILLIPS ACADEMY

HENRY P. HAVEN (1890). Trustees of Henry P. Haven estate, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
JOSEPH DOWE (1892), Class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the Class of 1840.....	1,000.00
MARY W. HOLBROOK (1900).....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, of the Class of 1908	5,000.00
GEORGE RIPLEY (1908).....	2,500.00
T. AUGUSTUS HOLT (1909). For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913), Class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp estate, in memory of her brother, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
SAMUEL M. EVANS (1922), Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the Class of 1889.....	1,425.00
ABRAHAM B. COFFIN (1924), Class of 1852.....	2,000.00
AMASA J. WHITING (1927). Mrs. May C. W. Speare, in memory of her father.....	2,515.65
JAMES H. HASTE (1930; 1933-34; 1944.), Class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931; 1937), Class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932), Class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00

PHILLIPS ACADEMY

OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.....	500.00
DAVID AND LUCY HAYWARD SHAW (1939). Preference to boys from Andover.....	10,000.00
SUMNER SMITH (1943), Class of 1908. Balance of income after Hockey Prize (see page 83).....	1,142.31
ARTHUR L. KERRIGAN (1945), Class of 1915.....	2,500.00
ABBOT STEVENS (1945; 1946), Class of 1907.....	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, Class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946), Class of 1896.....	2,500.00
ROBERT D. MILLS (1947), Class of 1893.....	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.....	2,000.00
NEWTON-HINMAN (1950). Ahlers Association in honor of Frederick E. Newton, '93, and George W. Hinman, '94, former instructors at Phillips Academy and faculty guardians of the PBX Society.....	22,243.17
SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
AGC SOCIETY (1950). The Rogers Associates, Inc..... Balance of income after the Benner Prize (see page 81)	24,461.94
AUV SOCIETY (1950). AUV Corporation.....	35,000.00
EDP SOCIETY (1950). The Eta Delta Phi Society..... Balance of income after the Schubert Key (see page 87).	5,000.00
FLD SOCIETY (1950). The Davison Associates, Inc.....	18,046.14
KOA SOCIETY (1950). The Blodgett Association.....	35,176.17
PAE SOCIETY (1950). The Cooley Association.....	48,912.57
PBX SOCIETY (1950). (See Newton-Hinman, above.)	
PLS SOCIETY (1950). Phi Lambda Sigma Association.....	17,000.00
ANONYMOUS (1951).....	1,000.00
ISABEL C. MCKENZIE (1952). Mrs. Isabel C. McKenzie.....	25,000.00

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover..... Awarded 1953 to James Joseph Curry.	5,000.00
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PHILLIPS ACADEMY

ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, Class of 1912, who died in the military service of the United States, 1918. . . . "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school." Awarded 1954 to George Peele Fallon.	6,000.00
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892. "The income is used annually for the assistance of a worthy student or students of limited means." Awarded 1954 to Carroll Sprigg.	10,000.00
GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen. "The income is awarded annually to a deserving student of character and promise and of limited means." Awarded 1954 to Ellis Boris Levine.	5,000.00
REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895. "The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school." Awarded 1954 to Robert Bruce Fitzgerald.	3,000.00
CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906. "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established." Awarded 1954 to James Edgar Liles.	5,000.00
ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, of the Class of 1897. "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence." Awarded 1954 to Peirson Sterling Page Bennett.	5,000.00
SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the Class of 1923. "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the	5,000.00

PHILLIPS ACADEMY

judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1954 to Henry MacPherson Brown.

WILLIAM THOMPSON REED MEMORIAL (1930). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929..... 11,100.00

"The income is awarded annually to a student of character and promise at the beginning of his Senior year."

Awarded 1954 to Robert David Gould.

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the Class of 1898 5,000.00

Awarded 1954 to John Kemp Randolph.

AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, Class of 1892..... 5,000.00

"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

Awarded 1954 to Peter Louis Mattern.

CHARLES W. CARL (1944-46; 1950-53). Charles W. Carl, Class of 1910..... 17,500.00

"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."

Awarded 1954 to Robert Faulkner Karle.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the Class of 1922..... 2,500.00

"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

Awarded 1954 to Charles Harold Helliwell, Jr.

HERBERT E. STILWELL (1945). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the Class of 1941, who was lost in the English Channel on a mission during the war..... 10,000.00

"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

Awarded 1954 to David Saul Paresky.

PHILLIPS ACADEMY

<p>MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891.....</p>	5,000.00
<p>"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course." Awarded 1954 to Richard Newell Smith.</p>	
<p>MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents.....</p>	12,100.34
<p>"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school." Awarded 1954 to Thomas Curtis Schwartzburg, Jr.</p>	
<p>RAY A. SHEPARD (1949-50; 1953). Friends of Ray A. Shepard, former Athletic Director of Phillips Academy.....</p>	2,595.35
<p>"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."</p>	
<p>SUISMAN FOUNDATION (1949-50); 1953. The Suisman Foundation, Inc.....</p>	5,000.00
<p>The income is to be awarded annually to a student selected by the Scholarship Committee.</p>	
<p>Awarded 1954 to Benjamin Grant Willis, Jr.</p>	

ANNUAL GIFT SCHOLARSHIPS

PHILLIPS SOCIETY SCHOLARSHIP. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Sustained (since 1934) by the Phillips Society. Awarded 1954 to James Benjamin Russell and George Bundy Smith.

FOX SCHOLARSHIP. "To be awarded annually in the sum of \$500. to a student who is preparing for Yale University who is in need of financial aid and who, in the opinion of the headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him an outstanding person in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox of the Class of 1934 in memory of his father, the late Alan Fox of the Class of 1899. Awarded 1954 to Stephen Batchelder Clarkson.

PHILLIPS ACADEMY

STUDENTS—1954-1955

GEOGRAPHICAL REPRESENTATION

Alabama	1	Nebraska	2	Canada	2
Arizona	2	Nevada	1	China	1
Arkansas	1	New Hampshire	10	Colombia, S. A.	2
California	31	New Jersey	47	Cuba	1
Colorado	9	New Mexico	2	Dom. Rep. W. I.	2
Connecticut	77	New York	146	England	1
Delaware	4	North Carolina	9	France	2
District of Columbia	19	Ohio	19	Germany	2
Florida	5	Pennsylvania	45	Hawaii	4
Georgia	4	Rhode Island	2	Indonesia	1
Illinois	27	South Carolina	2	Italy	1
Kansas	2	Tennessee	3	Japan	1
Kentucky	8	Texas	9	Mexico	1
Maine	9	Vermont	4	Paraguay, S. A.	1
Maryland	2	Virginia	10	Peru	1
Massachusetts	177	Washington	1	Philippine Islands	1
Michigan	13	West Virginia	5	Puerto Rico	3
Minnesota	2	Wisconsin	7	Spain	1
Mississippi	3	Belgium	1	Uruguay	1
Missouri	5	Bahamas, B. W. I.	1	Venezuela, S. A.	2
Montana	1	Brazil	1		

760

CLASSIFICATION

Seniors	232
Upper Middlers	227
Lower Middlers	173
Juniors	128
	<hr/>
	760

NAMES

U Acker, Reynolds Beal	s Agee, William Cameron
<i>Washington, D. C.</i>	<i>Scarsdale, N. Y.</i>
L Adams, Herbert Dan, Jr.	J Alexander, George Hixon
<i>Wellesley Hills</i>	<i>Aurora, Ill.</i>
s Adams, John Perry	J Alexander, Thomas Stephen
<i>Canaan, N. Y.</i>	<i>Aurora, Ill.</i>
s Adamson, Frank Marshall	s Alexander, Thomas Wallace
<i>Long Beach, Calif.</i>	<i>Kansas City, Mo.</i>

PHILLIPS ACADEMY

- | | |
|---|---|
| <p>S Algase, Roger
<i>New York, N. Y.</i></p> <p>U Alter, Alan Richard
<i>Brockton</i></p> <p>U Andel, Peter Michael
<i>Manhasset, N. Y.</i></p> <p>L Anderson, Michael Hall
<i>Groton</i></p> <p>L Andrews, Walter Fenton
<i>Melrose</i></p> <p>U Andrus, Carlton Farquhar
<i>Lake Forest, Ill.</i></p> <p>L Angier, Roswell Parker
<i>Hartford, Conn.</i></p> <p>J Armstrong, Paul Carew
<i>Malden</i></p> <p>S Arnold, David Raleigh
<i>Alexandria, Va.</i></p> <p>S Atkinson, Reilly, 3d
<i>Seattle, Wash.</i></p> <p>L Auxier, Herschel Ainsworth, Jr.
<i>Vero Beach, Fla.</i></p>
<p>L Babcock, William Sumner
<i>Wellesley Hills</i></p> <p>J Back, Samuel Hutchins
<i>Danielson, Conn.</i></p> <p>U Bacon, Robert Lawrence
<i>San Francisco, Calif.</i></p> <p>U Bagnoli, Thomas Cesare
<i>Englewood, N. J.</i></p> <p>J Bailey, Edward Hopkins, Jr.
<i>Wellesley Hills</i></p> <p>J Bakewell, Charles-Adams
<i>West Hartford, Conn.</i></p> <p>J Bamford, Gilbert Russell
<i>North Andover</i></p> <p>U Banta, David Horace
<i>Hackensack, N. J.</i></p> <p>U Barbour, Jesse Otho, Jr.
<i>Morganton, N. C.</i></p> <p>U Barlofsky, Lyle William
<i>Lowell</i></p> <p>L Barlow, John French
<i>Kansas City, Mo.</i></p> <p>S Barlow, Milton McClintock
<i>Kansas City, Mo.</i></p> <p>S Barnes, Gerald Weygandt
<i>Montrose, Pa.</i></p> | <p>L Barnum, David Burrall
<i>Greenwich, Conn.</i></p> <p>S Barrett, Olin
<i>South Pasadena, Calif.</i></p> <p>U Barrows, Raymond Reed, Jr.
<i>Seaford, Del.</i></p> <p>J Barry, John Michael, Jr.
<i>Lawrence</i></p> <p>U Bartlett, Edward Totterson, 3d
<i>Cleveland Heights, O.</i></p> <p>S Batchelder, David Neville
<i>Weymouth</i></p> <p>U Bay, John Michael
<i>Flushing, N. Y.</i></p> <p>L Bayfield, William, 3d
<i>Washington, D. C.</i></p> <p>S Beale, Joseph Stevenson
<i>Hinsdale, Ill.</i></p> <p>L Beane, Alpheus C.
<i>Greenwich, Conn.</i></p> <p>S Beaumont, Geoffrey Campbell
<i>Los Angeles, Calif.</i></p> <p>L Bell, Frank Breckenridge, 2d
<i>Pittsburgh, Pa.</i></p> <p>L Bell, James Halsey
<i>Essex Fells, N. J.</i></p> <p>S Bell, Louis Michael
<i>State College, Pa.</i></p> <p>U Benedict, James Bell, Jr.
<i>Cincinnati, Ohio</i></p> <p>U Bennett, Peirson Sterling Page
<i>Assinippi</i></p> <p>L Bergeron, Alan Aspinwall
<i>Emsworth, Pa.</i></p> <p>S Bergmann, Richard Max
<i>Mill Valley, Calif.</i></p> <p>U Berlind, Robert Elliot
<i>Woodmere, N. Y.</i></p> <p>U Bernat, Eliot Donald
<i>West Newton</i></p> <p>L Bethell, Thomas Noble
<i>South Essex</i></p> <p>U Bienstock, Paul Abraham
<i>New York, N. Y.</i></p> <p>L Birch, Robert Salisbury
<i>Boonton, N. J.</i></p> <p>L Bissinger, Thomas Newton
<i>San Francisco, Calif.</i></p> <p>U Black, Malcolm Wallace
<i>Greenwich, Conn.</i></p> |
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PHILLIPS ACADEMY

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| <p>s Blackmer, Alan Rogers, Jr.
<i>Andover</i></p> <p>J Blackmon, James Bertram, Jr.
<i>Charlotte, N. C.</i></p> <p>U Blair, McClellan Gordon
<i>Indiana, Pa.</i></p> <p>s Blake, Dale Winsor
<i>Andover</i></p> <p>L Blanchard, Alan Franklin
<i>Hyattsville, Md.</i></p> <p>s Blatt, Daniel H.
<i>Haverstraw, N. Y.</i></p> <p>L Block, Andrew Keith
<i>Chicago, Ill.</i></p> <p>U Blumsack, Richard Earle
<i>Somerville</i></p> <p>L Bohorad, Robert Nathan
<i>Mahanoy City, Pa.</i></p> <p>s Boldt, Waldemar Harris, Jr.
<i>Binghamton, N. Y.</i></p> <p>s Borre, Peter Celestine, Jr.
<i>Rome, Italy</i></p> <p>J Bouma, Cornelis, Jr.
<i>Santiago, Dominican Republic, W. I.</i></p> <p>L Bourne, Henry Reid, Jr.
<i>Danville, Va.</i></p> <p>U Bowers, Philip James, Jr.
<i>Fair Haven, N. J.</i></p> <p>U Boyd, Richard Klemm, Jr.
<i>Gibson Island, Md.</i></p> <p>s Bradley, Peter Farrell
<i>Corning, N. Y.</i></p> <p>U Brady, Hugh Parsons
<i>Los Altos, Calif.</i></p> <p>J Brennan, Charles Allan
<i>Lowell</i></p> <p>s Briggin, Clifford Stanley
<i>Larchmont, N. Y.</i></p> <p>s Briggs, Peter Garland
<i>Marblehead</i></p> <p>L Broadbent, Peter Allan
<i>Pembroke</i></p> <p>L Brockunier, Charles Marden
<i>Cambridge</i></p> <p>L Brooks, Scott Archbald
<i>Dallas, Pa.</i></p> <p>s Brown, Douglas Coffin
<i>Keene, N. H.</i></p> <p>s Brown, Henry Hewett
<i>Louisville, Ky.</i></p> | <p>s Brown, Henry MacPherson
<i>Salem</i></p> <p>s Brown, Keith Spalding, Jr.
<i>Amado, Ariz.</i></p> <p>J Brown, Richard Anthony, Jr.
<i>Gettysburg, Pa.</i></p> <p>L Browne, Roscoe Willett
<i>Louisville, Ky.</i></p> <p>J Brownrigg, Walter Grant
<i>Hamilton, Va.</i></p> <p>U Brownstone, Louis H., 3d
<i>San Francisco, Calif.</i></p> <p>s Brubaker, John Kreider
<i>Lebanon, Pa.</i></p> <p>L Buerger, Otto Martin, 3d
<i>Sands Point, N. Y.</i></p> <p>s Burgess, Wells Daniels
<i>Shrewsbury</i></p> <p>L Burke, Arnold Thomas
<i>Madison, Conn.</i></p> <p>U Burke, Thomas Francis
<i>Darien, Conn.</i></p> <p>L Burnes, Robert Frederick
<i>Lawrence</i></p> <p>U Burnham, Frederic Bradford
<i>Troy, N. Y.</i></p> <p>s Burns, Thomas Rearden
<i>Washington, D. C.</i></p> <p>s Bushnell, Robert Gray, Jr.
<i>Noroton, Conn.</i></p> <p>s Byron, Frederick William, Jr.
<i>Dedham</i></p>
<p>s Cabral, Manuel Jose
<i>Santiago, Dominican Republic, W. I.</i></p> <p>U Callaway, Trowbridge, 3d
<i>New York, N. Y.</i></p> <p>L Campbell, Ronald James
<i>Waterford, Va.</i></p> <p>U Cannon, Henry Brevoort, Jr.
<i>Morristown, N. J.</i></p> <p>s Cannon, Wayne Dilworth, Jr.
<i>Montevideo, Uruguay</i></p> <p>s Carswell, John Donald
<i>Scarsdale, N. Y.</i></p> <p>J Carty, Thomas Joseph, Jr.
<i>Newtonville</i></p> <p>J Casella, Charles Wickersham
<i>Naugatuck, Conn.</i></p> |
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PHILLIPS ACADEMY

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| <p>L Cashman, Frank Allen
<i>Brookline</i></p> <p>U Cashman, John
<i>Warren, Pa.</i></p> <p>S Catlett, LaRue Scott
<i>Carrigo Springs, Texas</i></p> <p>L Catlin, Brian
<i>New York, N. Y.</i></p> <p>U Catlin, Daniel, Jr.
<i>New York, N. Y.</i></p> <p>L Catron, David Lloyd
<i>Akron, Ohio</i></p> <p>S Cheney, Benjamin Lawton
<i>Hamden, Conn.</i></p> <p>L Childers, Francis Gracey
<i>Clarksville, Tenn.</i></p> <p>J Childs, David Willis, Jr.
<i>Amsterdam, N. Y.</i></p> <p>J Chval, Rudolph Daniel
<i>Hazlet, N. J.</i></p> <p>U Claessens, Francois
<i>Liege, Belgium</i></p> <p>L Clark, Charles Kilburn
<i>Wellesley Hills</i></p> <p>U Clark, Edwin Hill, 2d
<i>Deerfield, Ill.</i></p> <p>U Clark, Robert Downs
<i>Garden City, N. Y.</i></p> <p>S Clarkson, Stephen Batchelder
<i>Rye, N. H.</i></p> <p>S Claxton, Brian Hunter
<i>Belmont, Mass.</i></p> <p>U Clein, Harold Hyman
<i>Atlanta, Ga.</i></p> <p>S Clevenger, Raymond Charles, 3d
<i>Topeka, Kans.</i></p> <p>J Cloyd, Marshall Preston
<i>Dallas, Tex.</i></p> <p>U Clunan, James Logan
<i>Upper Montclair, N. J.</i></p> <p>S Coburn, Peter Dunlop
<i>Winnetka, Ill.</i></p> <p>U Coburn, Timothy Beveridge
<i>Winnetka, Ill.</i></p> <p>L Collins, Charles Tucker
<i>Forest Hills, N. Y.</i></p> <p>L Connell, Michael John
<i>San Marino, Calif.</i></p> <p>U Connor, Marcellus Michael
<i>Mystic, Conn.</i></p> | <p>U Consentino, Joseph John
<i>Lawrence</i></p> <p>U Converse, Frank Guthrie
<i>Haverford, Pa.</i></p> <p>L Cook, James Harry
<i>Mt. Pleasant, Pa.</i></p> <p>J Cook, James Scott
<i>Mt. Kisco, N. Y.</i></p> <p>S Cook, John Dallas
<i>Mt. Kisco, N. Y.</i></p> <p>U Cook, John Taylor, 3d
<i>Galveston, Tex.</i></p> <p>S Cooke, James Boxley
<i>Charleston, West Va.</i></p> <p>J Cooper, Donald Stewart
<i>Hampton, Va.</i></p> <p>S Cooper, Frederick Alexander
<i>Coraopolis, Pa.</i></p> <p>J Cooper, John Robert
<i>Chicago, Ill.</i></p> <p>U Corbett, Thomas Henry
<i>Benton Harbor, Mich.</i></p> <p>S Costello, Anthony Christopher
<i>Andover</i></p> <p>U Countee, Thomas Hilaire, Jr.
<i>Washington, D. C.</i></p> <p>S Cowles, Richard Judson
<i>Port Huron, Mich.</i></p> <p>S Cox, Duncan Bulkley, Jr.
<i>Oyster Bay, N. Y.</i></p> <p>L Cox, William Drought, Jr.
<i>New York, N. Y.</i></p> <p>S Cox, William Vernon, 2d
<i>Auburn, Me.</i></p> <p>L Craft, Carl Durant
<i>Bozeman, Mont.</i></p> <p>L Crawford, Kempster Blanchard
<i>Pasadena, Calif.</i></p> <p>L Creese, Bertram Thomas
<i>Danvers</i></p> <p>L Creese, William Ernest
<i>Danvers</i></p> <p>L Crofoot, David Lodowick
<i>Fort Crook, Neb.</i></p> <p>J Crosby, Copley Enos
<i>Gardnerville, Nev.</i></p> <p>S Crosby, George Christian, Jr.
<i>Wayzata, Minn.</i></p> <p>U Crosby, Robert Stevens
<i>Brookline</i></p> |
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PHILLIPS ACADEMY

- s Crosby, Sumner McKnight, Jr.
Woodbridge, Conn.
- u Crosby, Thomas Manville, Jr.
Wayzata, Minn.
- u Crowe, Douglas Ansel
Ipswich
- u Cullimore, William Blake
Englewood, N. J.
- u Curley, Edward Patrick, Jr.
Marblehead
- u Curley, John Francis, Jr.
Scarsdale, N. Y.
- J Daly, John Charles, 4th
Rye, N. Y.
- s Daly, John Neal
Rye, N. Y.
- s Danchower, Chester Conrad, Jr.
Osceola, Ark.
- L D'Angelo, James Leonard
Andover
- u Darlow, George Anthony Gratton
Rochester, N. Y.
- L Darnton, Robert Choate
Washington, D. C.
- u Davidow, Steven Archibald
Rye, N. Y.
- L Davis, Robert Calder, Jr.
Ojai, Calif.
- L Dean, Andrew John
Wellesley Hills,
- u Dean, David Franklin
Pikeville, Ky.
- L Decker, Russell Marchant
Pasadena, Calif.
- s DeFilippo, Anthony William
Elmira, N. Y.
- s DeMerell, John Nicoll
Scarsdale, N. Y.
- J Dent, Robert Aland
Fayette City, Pa.
- u Dent, Thomas Logan
Fayette City, Pa.
- s DeVivo, Darryl Claude
Everett
- J Dexter, David Russell
Orange
- s Dickerson, Gregory Weimer
Norwich, Vt.
- L Dignan, Thomas Gregory, Jr.
Gloucester
- J Doak, Thomas Deadrick
Shelbyville, Ky.
- s Doherty, Anthony
Chicago, Ill.
- s Doherty, Randolph
Englewood, N. J.
- J Dolan, John Francis
Andover
- J Domingue, Louis Arthur
Andover
- s Domingue, Robert Alton
Andover
- u Donnelly, Eugene Russell, Jr.
Pepperell
- s Donnelly, Harold Francis, Jr.
Arlington
- u Donovan, Arthur Lovekin
Westport, Conn.
- s Donovan, Bruce Elliot
Andover
- s Dorman, Benjamin Hallowell, Jr.
Los Angeles, Calif.
- u Douglas, John Bruce
Washington, D. C.
- J Douglass, Alvin Gilbert, Jr.
Washington, D. C.
- s Doykos, John Dimitri, III
Methuen
- L Draper, John Howard, 3d
Canton
- s Driver, David Alexander
Montclair, N. J.
- s Drummond, Gerard Kasper
Lakeville, Conn.
- s Duell, Charles Halliwell Pringle
Riverside, Conn.
- u DuMoulin, Philip
Wakefield, R. I.
- u Dunaway, Don Carlos, Jr.
New York, N. Y.
- J Dunbar, William Carson
Middleburg, Va.
- s Edgerton, Robert Alson
Hanover, N. H.
- L Edwards, Ellsworth McClure
Dayton, Ohio

PHILLIPS ACADEMY

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| L | Edwards, William James
<i>Andover</i> | J | Fobes, David Lippincott
<i>Dobbs Ferry, N. Y.</i> |
| U | Eller, Anthony Irving
<i>Detroit, Mich.</i> | S | Fong, David Douglas
<i>Tokyo, Japan</i> |
| U | Ellington, William Turner
<i>Stamford, Conn.</i> | J | Foote, Edward Milbank
<i>Cornwall Bridge, Conn.</i> |
| U | Ellis, William Whit
<i>Ann Arbor, Mich.</i> | L | Foote, Geoffrey Goodall
<i>Englewood, N. J.</i> |
| U | Erdman, Donnelly
<i>San Marino, Calif.</i> | U | Forstmann, Julius Anthony
<i>Greenwich, Conn.</i> |
| U | Erickson, John Allen
<i>Long Island, N. Y.</i> | L | Forstmann, Theodore Joseph
<i>Greenwich, Conn.</i> |
| J | Eubanks, Michael Ray
<i>Lumberton, Miss.</i> | J | Fournier, David Ballou
<i>North Attleboro</i> |
| U | Fagan, David Stanton
<i>Redlands, Calif.</i> | J | Fox, Byron Michael
<i>Roslyn Estates, N. Y.</i> |
| S | Faigel, Martin Joseph
<i>Lawrence</i> | U | Fox, George Earle, Jr.
<i>Glens Falls, N. Y.</i> |
| U | Faillace, George Anthony
<i>Barranquilla, Colombia, S. A.</i> | L | Fox, Thomas Hale
<i>Williamstown</i> |
| L | Fallon, George Peele
<i>Seaford, Del.</i> | U | Freisinger, Gerard Martin
<i>Warwick, N. Y.</i> |
| S | Faurot, Allen Reed
<i>Hinsdale, Ill.</i> | L | Frierson, Meade
<i>Cottondale, Ala.</i> |
| S | Ferguson, Robert Harry Munro
<i>New York, N. Y.</i> | L | Gaede, Anton Henry
<i>Charlotte, N. C.</i> |
| J | Fichthorn, Kurtz Andrew
<i>Southington, Conn.</i> | U | Gallop, Richard Charles
<i>Great Neck, N. Y.</i> |
| L | Field, Benjamin Rush, 3d
<i>West Hartford, Conn.</i> | U | Galyean, Jerry Richard
<i>Charleston, West Va.</i> |
| J | Fine, Paul Elmer More
<i>Southborough</i> | S | Ganson, John Paine
<i>Weston</i> |
| U | Finn, Harold Bolton, III
<i>Bronxville, N. Y.</i> | U | Garmey, Ronald
<i>White Plains, N. Y.</i> |
| U | Fisher, James Jaquith
<i>East Hartford, Conn.</i> | L | Garston, Michael Philip
<i>Torrington, Conn.</i> |
| S | Fisher, Michael Paul
<i>East Hartford, Conn.</i> | L | Gilbert, Elon Hamilton
<i>San Marino, Calif.</i> |
| S | Fisher, Thomas Davis
<i>Larchmont, N. Y.</i> | J | Gillies, David Lyle
<i>Streator, Ill.</i> |
| S | Fisher, William Douglas
<i>Omaha, Neb.</i> | U | Gilman, Frederick Martin
<i>Oakhurst, N. J.</i> |
| L | Fitch, Gordon Cross
<i>Staten Island, N. Y.</i> | L | Girdler, Lewis
<i>Old Greenwich, Conn.</i> |
| U | Fitzgerald, Robert Bruce
<i>West Haven, Conn.</i> | L | Gittes, Harry Foster
<i>Melrose</i> |
| S | Flynn, Gerrish Cecil
<i>Washington, D. C.</i> | L | Golden, Brian Michael
<i>Winchester</i> |

PHILLIPS ACADEMY

- J Goldthwaite, John Calvin
Andover
- L Gonzalez, Hector
San Juan, Puerto Rico
- U Goodman, Ronald Arnold
Lowell
- U Goodyear, John, Jr.
Washington, D. C.
- J Gordon, Graham Mackenzie
Huntington, N. Y.
- S Gordon, Mark Aitken
Hazardville, Conn.
- L Gorman, Patrick Henry, 3d
Rye, N. Y.
- S Gould, Robert David
Granby, Colo.
- U Gould, Robert Louis
Great Neck, N. Y.
- L Graham, Joseph Francis, 3d
Greenwich, Conn.
- S Greenberg, Arthur Jay
New Rochelle, N. Y.
- S Grew, John, Jr.
Dover
- L Grigsby, Charles Towler
Norwell
- J Griggs, Alfred Leland
Rockville, Conn.
- U Grimm, Trevor Alan
Los Angeles, Calif.
- L Gummere, Francis Barton, Jr.
Wellesley Hills
- S Gunn, David Lawrence
Melrose
- S Guthrie, John Simpson, Jr.
Paris, France
- L Guthrie, Richard Park
Paris, France
- S Haartz, David Winsor
Andover
- S Hale, Thomas
Slingerlands, N. Y.
- U Hall, Perry Edwards, 2d
Short Hills, N. J.
- S Halsted, Stevens
Pasadena, Calif.
- L Hammond, Gary Banks
North Brookfield
- J Hanley, Francis Joseph, Jr.
Brockton
- L Hansen, Peter Agnew
Tenafly, N. J.
- L Hansman, John Adams
Rockville Centre, N. Y.
- S Harpel, James William
Salem
- J Harriman, Stephen John
Tupelo, Miss.
- S Harrison, David Clark
Pittsburgh, Pa.
- U Hartman, Jan Alfred S.
Columbus, Ohio
- J Hartnett, Charles Frederick, Jr.
Dover, N. H.
- L Hegeman, William Wilder
Rowayton, Conn.
- U Hein, Orrin Melville Clark
Garden City, N. Y.
- S Helliwell, Charles Harold, Jr.
Dover, N. J.
- J Henderson, Porter Kent
Houghton, Mich.
- L Henkes, Maarten
Caracas, Venezuela
- S Henry, John Anthony Gex
Anchorage, Ky.
- U Henry, William Abbott
Hingham
- J Heredia, Enrique Garcia
Lima, Peru
- U Herrey, Julian
Flushing, L. I., N. Y.
- U Herrick, Peter Pennington
Manchester
- U Herrmann, Frederick John, Jr.
Erie, Pa.
- U Hesse, Peter Julius
Düsseldorf, Germany
- L Higgins, Norman Horace
Norwich, Conn.
- U Hildes-Heim, Norman Erik
Fairfield, Conn.
- S Hillman, Tatnall Lea
Pittsburgh, Pa.
- S Hilton, Anthony
Weld, Me.
- S Hincks, William Thurston
Farmington, Conn.

PHILLIPS ACADEMY

- U Hinish, James Edwin, Jr.
New Castle, Pa.
- U Hirsh, Philip Reid, Jr.
Montclair, N. J.
- U Hoadley, Silas
Washington, Conn.
- U Hoag, Anthony Phillips
Darien, Conn.
- J Holbrook, John Scott, Jr.
Milwaukee, Wis.
- L Holland, Anthony Putnam
Rockford, Ill.
- U Holland, John Timothy
White Plains, N. Y.
- U Hoopes, George Alban
Oneonta, N. Y.
- U Hopkins, Edwin Arnley
Chatham
- S Horn, Raymond Carl
Lambert, Miss.
- S Hotchkiss, Arthur Palmer
Seymour, Conn.
- U Hotelling, Edward Rawson
Chapel Hill, N. C.
- S Houley, William Purcell
Rochester, N. Y.
- L Houx, Oliver Marshall
Rye, N. Y.
- J Howbert, James Brekke
Detroit, Mich.
- S Howe, Walter Bjerke
Cohasset
- L Howells, David Arthur
Andover
- S Howells, Lloyd Thomas, Jr.
Andover
- L Hubbard, Elijah Kent
Greenwich, Conn.
- J Hughes, John Francis, Jr.
Danvers
- L Hull, Robert Wyatt
Ashland, Ky.
- L Hurlbut, John Bingham, Jr.
Stanford, Calif.
- L Hutchinson, Stanley Boone
Chicago, Ill.
- S Hutton, James Draper
Dover
- U Huxley, William Pittman, Jr.
West Hartford, Conn.
- L Incropera, Frank Paul
Lawrence
- S Ingram, Donald Allan
Neponsit, N. Y.
- S Innes, Robert Bruce
Andover
- J Irish, Ned
New York, N. Y.
- U Irish, Robert Bridgman
New York, N. Y.
- U Irwin, Henry Johnson
Denver, Colo.
- L Israel, John Wallace
Salisbury, N. C.
- L Ives, John Othniel, Jr.
Byram, Conn.
- S Jacobs, Eli Solomon
Newton Centre
- U Janus, Andre Roger Guy
Ipswich
- J Jeffery, David Dewitt
Tumacacori, Ariz.
- J Jenkins, William Robert
Bangor, Me.
- S Jensen, Philip Kirk
Hanover, N. H.
- J Johnson, Dudley Paul
Andover
- L Johnson, Gaylord, Jr.
Houston, Tex.
- S Johnson, John William
Pelham, N. Y.
- U Johnston, Richard Walter
Winter Park, Fla.
- S Johnston, Robert Claro
New York, N. Y.
- S Jones, Gerard Evans
Greenwich, Conn.
- S Jones, Maitland, Jr.
Bedford, N. Y.
- U Kadelbach, Christian
Hannover, Germany
- U Kamens, David Hunt
Salamanca, N. Y.
- L Kammerer, William S.
Whitestone, N. Y.
- U Karle, Jay Willard
Woburn

PHILLIPS ACADEMY

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| <p>s Karle, Robert Faulkner
<i>Woburn</i></p> <p>s Kaye, Stephen Chapin
<i>Jericho, L. I., N. Y.</i></p> <p>J Keaney, James Francis
<i>Andover</i></p> <p>U Keator, Gerrit M.
<i>Fairfield, Conn.</i></p> <p>J Kellogg, Charles Wetmore
<i>Andover</i></p> <p>s Kelly, Arthur Lloyd
<i>Chicago, Ill.</i></p> <p>U Kelly, Thomas Jervey
<i>Topeka, Kans.</i></p> <p>L Kendall, David Walbridge, Jr.
<i>Jackson, Mich.</i></p> <p>s Kennedy, Samuel Van Dyke, 3d
<i>Auburn, N. Y.</i></p> <p>J Kenney, Peter Clark
<i>West Newton</i></p> <p>U Keyes, Langley C.
<i>Winchester</i></p> <p>U Kieffer, William Peter
<i>Bronxville, N. Y.</i></p> <p>J Kiernan, David Seton
<i>Lawrence</i></p> <p>U Killilea, Frank Joseph, Jr.
<i>Andover</i></p> <p>U Kimball, Daniel Sidney
<i>New Castle, N. H.</i></p> <p>L King, Alan Shell
<i>Denver, Colo.</i></p> <p>L Kingwill, Wilbur John, Jr.
<i>Newtonville</i></p> <p>J Kirk, John Marshall
<i>Melrose</i></p> <p>J Kirtz, Charles
<i>Akron, Ohio</i></p> <p>U Kitchel, Douglas Binney, Jr.
<i>Passumpsic, Vt.</i></p> <p>U Klemm, Edward Albert, Jr.
<i>Lynnfield Center</i></p> <p>s Knights, Peter Roger
<i>Reading</i></p> <p>U Knipe, Peter Rolin
<i>Princeton, N. J.</i></p> <p>J Knowles, James Hughes, Jr.
<i>Pittsburgh, Pa.</i></p> <p>U Knupp, James Frederick
<i>Peoria, Ill.</i></p> | <p>L Koehl, Albert Robert, 2d
<i>Ardsley-on-Hudson, N. Y.</i></p> <p>s Kohler, Robert Eugene, Jr.
<i>Kohler, Wis.</i></p> <p>s Kohler, William Collins
<i>Kohler, Wis.</i></p> <p>U Koles, Bradford Swift
<i>Toledo, Ohio</i></p> <p>U Kolofolias, John Elias
<i>Lowell</i></p> <p>U Kozol, Robert David
<i>Brookline</i></p> <p>U Kraemer, Sven Fritz
<i>Washington, D. C.</i></p> <p>s Krasker, Richard Davis
<i>Chestnut Hill</i></p> <p>J Krook, Thomas Marshall
<i>Toronto, Ontario, Canada</i></p> <p>s Krulik, Arthur David
<i>Lynn</i></p> <p>U Kunian, Stephen Toby
<i>Swampscott</i></p> <p>s Kurzon, Charles Gamaliel
<i>Uxbridge</i></p>
<p>L Lamson, David Hinckley
<i>Williamstown</i></p> <p>L Larrabee, Stephen Fuller
<i>Hartford, Conn.</i></p> <p>U Lasater, Garland Miller, Jr.
<i>Falfurrias, Tex.</i></p> <p>U Latham, Ernest Hargreaves, Jr.
<i>Lowell</i></p> <p>U Latshaw, Lowell
<i>Bethlehem, Pa.</i></p> <p>U Laundon, Averill
<i>Deep River, Conn.</i></p> <p>s Lauve, Donald Lauriston
<i>Wilmington, Del.</i></p> <p>s Lawrence, Thomas Hoel, 3d
<i>Kansas City, Mo.</i></p> <p>L Lawson, Thomas Latimer
<i>Philadelphia, Pa.</i></p> <p>U Leaf, Andrew Munro
<i>Andover</i></p> <p>J Leaf, James Gillespie
<i>Andover</i></p> <p>J Ledyard, John Odell
<i>Grosse Pointe Farms, Mich.</i></p> |
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PHILLIPS ACADEMY

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| <p>s Leet, Jaren Forest
<i>Upper Montclair, N. J.</i></p> <p>s Leonard, Anthony Charles
<i>Larchmont, N. Y.</i></p> <p>U LeRoy, Edward Otis
<i>Simsbury, Conn.</i></p> <p>s Levene, Samuel Kelm
<i>Binghamton, N. Y.</i></p> <p>s Levine, Ellis B.
<i>St. Louis, Mo.</i></p> <p>s Levering, Walter B., Jr.
<i>Greenwich, Conn.</i></p> <p>L Lewis, James Fielding
<i>Maumee, Ohio</i></p> <p>s Lewis, Laurence Roger
<i>Andover</i></p> <p>J Lewis, Lawrence Jon
<i>Portland, Me.</i></p> <p>s Lewis, Perry J.
<i>San Antonio, Tex.</i></p> <p>L Lewis, Russell Newton
<i>Andover</i></p> <p>s Lewis, Winslow, Jr.
<i>Norristown, Pa.</i></p> <p>J Liebhafsky, Douglas Small
<i>Schenectady, N. Y.</i></p> <p>s Liles, James Edgar
<i>Gallinburg, Tenn.</i></p> <p>L Lindsay, Dale Alton, Jr.
<i>Greenwich, Conn.</i></p> <p>L Lison, Robert Henry
<i>Gardner</i></p> <p>s Littell, Robert Stuart, Jr.
<i>Madison, Conn.</i></p> <p>J Livingston, Bayard Urquhart, 4th
<i>North Hampton, N. H.</i></p> <p>s Longley, Henry Nathaniel, Jr.
<i>Scarsdale, N. Y.</i></p> <p>s Loosigian, Allan Malcolm
<i>Andover</i></p> <p>U Lorenz, James Douglas, Jr.
<i>Dayton, Ohio</i></p> <p>U Lyman, Joseph Bardwell, 3d
<i>Charlestown, N. H.</i></p> <p>J Lynch, Thomas John
<i>Andover</i></p> <p>J McBaine, John Neylan
<i>San Francisco, Calif.</i></p> | <p>U McBride, John Paul
<i>Lake Forest, Ill.</i></p> <p>U McCall, Marsh Howard
<i>New York, N. Y.</i></p> <p>L McClintock, Oliver
<i>Sewickley, Pa.</i></p> <p>J McCollom, Bruce Muir
<i>Huntington, N. Y.</i></p> <p>L McConkey, Bruce Woodward
<i>Parma, Mich.</i></p> <p>L McConnell, John Hay
<i>Manhasset, N. Y.</i></p> <p>s MacDonald, Herbert Stanley, Jr.
<i>North Haven, Conn.</i></p> <p>s Macdonald-Smith, Anthony
<i>Sussex, England</i></p> <p>U McDonough, John Alfred
<i>Fall River</i></p> <p>L McEwan, William Talbot, Jr.
<i>Caracas, Venezuela, S. A.</i></p> <p>J MacInnis, Neil, Jr.
<i>Malden</i></p> <p>U McKamy, Richard Neil
<i>Greenwich, Conn.</i></p> <p>L MacKenzie, Richard Corey
<i>Malden</i></p> <p>L McKittrick, Thomas Andrew, Jr.
<i>Andover</i></p> <p>U McLean, Alan Hunter
<i>Darien, Conn.</i></p> <p>J McLendon, Robert Benjamin
<i>Atlanta, Ga.</i></p> <p>s McLeod, Walton James, 3d
<i>Walterboro, S. C.</i></p> <p>L MacNaughton, Malcolm, Jr.
<i>Honolulu, T. H.</i></p> <p>s McQuiston, Robert Emerson
<i>Washington, D. C.</i></p> <p>s Maal, Eduardo
<i>Barranquilla, Colombia, S. A.</i></p> <p>J Mackenzie, Roger Duncan
<i>San Francisco, Calif.</i></p> <p>L Magee, Sidney Henry, Jr.
<i>Greenwich, Conn.</i></p> <p>L Mahoney, Michael Sean
<i>Flushing, N. Y.</i></p> <p>J Makanna, Philip Joseph
<i>Huntington, N. Y.</i></p> <p>U Malone, John Williams
<i>Andover</i></p> |
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PHILLIPS ACADEMY

- U Marsh, Fred Chapin, 2d
Southport, Me.
- J Marsh, Spencer Scott, 3d
Madison, N. J.
- S Marshall, Anthony Parr
New York, N. Y.
- J Mason, Thomas Sykes
Rockville, Conn.
- L Mathis, John Buell
Rye, N. Y.
- L Mattern, Peter Louis
Hamilton
- S Matton, Ernest George
Andover
- S Maxim, John Andrew, Jr.
Reading
- J Maxim, Peter Edward
Reading
- U Mayer, Timothy Andrew
Dalton, Pa.
- U Maynard, Theodore William
Chatham, N. J.
- U Meistrell, Malcolm Edgar, Jr.
Great Neck, N. Y.
- J Merewether, Francis Charles
Bayside, N. Y.
- L Merrill, Frederick Thayer, Jr.
Washington, D. C.
- S Metcalf, Peter Flint
Auburn, N. Y.
- J Middlebrook, Jonathan
New York, N. Y.
- J Milchen, Joseph Arnold
El Paso, Tex.
- L Milde, Karl Friedrich
Litchfield, Conn.
- U Miles, William Smith, 3d
Peoria Heights, Ill.
- S Miller, Alan Richard
Lawrence
- S Miller, David Michael
Dallas, Tex.
- S Miller, Forrest MacGregor
Racine, Wis.
- S Miller, William Christian
Englewood, N. J.
- J Minard, Julian Edward
Andover
- U Mol, Adriaan
Hohokus, N. J.
- L Monell, Theodore, 3d
Essex Fells, N. J.
- L Montgomery, William Lewis, Jr.
Denver, Colo.
- S Moore, Davis Willett, Jr.
Denver, Colo.
- U Moore, Frederick Salling
St. Clair, Mich.
- U Moore, James Otis, 3d
Buffalo, N. Y.
- U Moore, Michael Crary
Denver, Colo.
- S Morgan, Alexis
Andover
- S Morgan, Sydney Howard
Charlotte, N. C.
- U Morrison, John Kelley, 3d
Palo Alto, Calif.
- J Morse, Dexter Paul
Saugus
- J Morse, Frank Peele, 3d
Swampscott
- S Morton, David Lamb
Lowell
- S Moses, Peter Taft
Warren, R. I.
- U Moses, William Henry, 3d
Hampton, Va.
- L Motycka, John Newberry
Coventry, Conn.
- J Movius, Geoffrey Hallam
Cambridge
- S Moyer, Charles Elwood, Jr.
Bethlehem, Pa.
- U Mueller, Foorman Lloyd, Jr.
Hinsdale, Ill.
- U Muhs, Frederick Henry
Berkeley, Calif.
- U Mulligan, Timothy Hayden
Dallas, Pa.
- J Munn, Norman Henry
Brunswick, Me.
- S Murphy, Arthur William
Hingham
- S Murphy, Daniel Walter
Andover
- U Murphy, Joel Arnold
Ridgefield Park, N. J.
- J Murphy, John Francis
Wellesley

PHILLIPS ACADEMY

- | | | | |
|---|--|---|---|
| L | Murray, Jay John
<i>Fair Haven, N. J.</i> | U | Parker, Edward Haig, Jr.
<i>Studio City, Calif.</i> |
| S | Murtagh, Charles David
<i>West Chester, Pa.</i> | U | Parks, Benjamin Riley
<i>McKeesport, Pa.</i> |
| J | Myers, Thomas Englehard, Jr.
<i>Charleston, S. C.</i> | U | Parks, Richard William
<i>East Greenbush, N. Y.</i> |
| L | Myrvaagnes, Eric Richard
<i>Medford</i> | S | Parsons, Peter Charles
<i>Pasay City, Philippine Islands</i> |
| U | Nahum, Jeremy Phillip
<i>New Haven, Conn.</i> | U | Paulson, Edwin Gustaf
<i>Mexico, D. F. Mex.</i> |
| S | Nauman, Michael Harley Kent
<i>Albany, N. Y.</i> | U | Pellegrino, Joseph Peter
<i>Andover</i> |
| L | Neisner, Lewis James
<i>Rochester, N. Y.</i> | L | Peluso, Vincent Anthony
<i>Asbury Park, N. J.</i> |
| U | Nelson, Hollister
<i>Quogue, N. Y.</i> | L | Pendleton, Brian
<i>Montclair, N. J.</i> |
| L | Nordhaus, Richard Staab
<i>Albuquerque, N. M.</i> | L | Pendleton, Miles Stevens, Jr.
<i>Andover</i> |
| S | Nordhaus, Robert Riggs
<i>Albuquerque, N. M.</i> | L | Penny, William Edward
<i>White Plains, N. Y.</i> |
| J | Norlin, Eric Charles
<i>Lexington</i> | L | Pereira, Carlos Martin
<i>Institute, West Va.</i> |
| J | Nurenberg, Robert David
<i>Sao Paulo, Brazil</i> | U | Perlberg, Edward Bert
<i>Woodmere, N. Y.</i> |
| S | Oasis, Donald Richard
<i>West Hartford, Conn.</i> | U | Perrin, William Gardner, Jr.
<i>Weston</i> |
| L | Odden, Lance Rue
<i>Princeton, N. J.</i> | U | Pertzoff, Alexander Constantin
<i>Lincoln</i> |
| S | Ogden, Michael Manning
<i>Havana, Cuba</i> | U | Philbrick, James William, Jr.
<i>Brookline</i> |
| U | Ogden, William Baldwin
<i>Louisville, Ky.</i> | U | Phillips, John Livingston
<i>Rochester, N. Y.</i> |
| S | Okie, Frederick William, Jr.
<i>Sewickley, Pa.</i> | U | Phillips, Thomas DuBois
<i>South Royalton, Vt.</i> |
| L | Olsson, Philip Craig
<i>Plymouth</i> | L | Phillips, Walter Massey, Jr.
<i>Philadelphia, Pa.</i> |
| J | O'Reilly, Frank DeSales, 3d
<i>Lock Haven, Pa.</i> | J | Pidot, George Bernard, Jr.
<i>Locust Valley, N. Y.</i> |
| J | Orgera, Winthrop Belcher
<i>Rye, N. H.</i> | S | Pille, Richard Hart
<i>Newark, N. J.</i> |
| S | Page, David Nelson
<i>Darien, Conn.</i> | U | Pitts, John Dennis
<i>Red Bank, N. J.</i> |
| S | Palmer, John Emery, Jr.
<i>Portland, Me.</i> | S | Pitts, Robert Alan
<i>Red Bank, N. J.</i> |
| U | Paresky, David Saul
<i>Bennington, Vt.</i> | J | Poinier, Jeremiah Carter
<i>Summit, N. J.</i> |
| | | S | Polgreen, John Aubrey, Jr.
<i>Andover</i> |
| | | S | Polk, Albert Ferdinand, Jr.
<i>Dayton, Ohio</i> |

PHILLIPS ACADEMY

- U Polsby, Daniel Holt
Norwichtown, Conn.
- J Polsby, Richard Hugh
Norwichtown, Conn.
- S Posey, Marshall Lyne, Jr.
Short Hills, N. J.
- S Posner, Paul
New York, N. Y.
- J Posner, Robert Allan
New York, N. Y.
- L Potter, Howard Maxwell
Tuxedo Park, N. Y.
- S Pownall, Frederick Mullen
Milford, Conn.
- J Prah!l, Frederick Adolph, 3d
Wenham
- S Pratt, Anthony Barnes
Southport, Conn.
- S Precourt, Jay Anthony
Chicago, Ill.
- L Prentice, Peter Spelman
New York, N. Y.
- S Price, Anthony Troth
Erie, Pa.
- U Price, Harry Steele, 3d
Dayton, Ohio
- L Rae, Bruce Alan
Wellesley Hills
- U Randolph, John Kemp
Poughkeepsie, N. Y.
- U Ransom, Woodbury Seelye
Daytona Beach, Fla.
- L Rapp, William Venable
New York, N. Y.
- J Rawls, William Bryant, Jr.
New York, N. Y.
- S Rayel, Peter Axelrod
Riverside, Conn.
- U Rea, Samuel
Pittsburgh, Pa.
- S Ream, Davidson
Tallahassee, Fla.
- S Reed, Christopher Dunham
Larchmont, N. Y.
- S Regan, Timothy Francis
Lawrence
- U Rehrig, James Bradley
Pasadena, Calif.
- J Reid, John Barlow, Jr.
Yonkers, N. Y.
- U Reiff, Jonathan Drake
Canton, N. Y.
- S Renkert, John Steven
Canton, Ohio
- S Reynders, Thomas Rickert
Worcester
- J Reynolds, Levering, 3d
Andover
- J Rhinelander, Laurens Hamilton, Jr.
Charlottesville, Va.
- J Rice, Edward Adams
Andover
- S Rice, Emery van Daell
Meredith, N. H.
- J Richardson, William Tiffany
Harrison, N. Y.
- S Rickenbaugh, Kent Lyman
Denver, Colo.
- L Ridgway, Charles Parsons
Short Hills, N. J.
- J Rieber, Stephen Lockwood
Pound Ridge, N. Y.
- U Ringland, Joseph Elliott
Irvington, N. Y.
- J Ripley, Stephen Bradway
Calgary, Alberta, Canada
- U Ritchie, Russell
Oil City, Pa.
- S Roach, James Franklin
Washington, D. C.
- L Robb, Peter Berlet
Loudonville, N. Y.
- S Robbins, John Crosby
Wilmington, Del.
- S Robertson, John Stephen
Deerfield, Ill.
- U Robinson, George Norman
West Norwalk, Conn.
- U Robinson, Gilbert Hill
Short Hills, N. J.
- S Robinson, Robert David
Galesburg, Ill.
- J Rockwell, Samuel Forbes, 3d
North Andover
- S Roe, Walter Austin
Blue Point, N. Y.
- S Rogers, Robert Stockton, Jr.
Atlanta, Ga.

PHILLIPS ACADEMY

- | | | | |
|---|---|---|---|
| L | Romanoff, Rostislav
<i>Lake Bluff, Ill.</i> | s | Schavoir, Peter Lambert
<i>Darien, Conn.</i> |
| U | Rosenkranz, Stephen Michael
<i>West Englewood, N. Y.</i> | s | Schlosser, David Griswold
<i>Erie, Pa.</i> |
| J | Rosenthal, Douglas Myron
<i>Fall River</i> | J | Schroder, Ronald Malloch, Jr.
<i>Moline, Ill.</i> |
| J | Ross, David Harold
<i>Norwich, Conn.</i> | s | Schulz, James Lawrence
<i>Evanston, Ill.</i> |
| U | Ross, John Robert
<i>Poughkeepsie, N. Y.</i> | U | Schulz, Robert Jay
<i>Long Island City, N. Y.</i> |
| s | Ross, John Russell
<i>Chicago, Ill.</i> | U | Schwartzburg, Thomas Curtis, Jr.
<i>Bedford, N. Y.</i> |
| L | Ross, Timothy Woods
<i>Hayward, Wis.</i> | s | Scobie, Robert Peck
<i>Newburgh, N. Y.</i> |
| U | Rossmann, Richard Van Bergen
<i>Dayton, Ohio</i> | U | Scott, Fitzhugh, 3d
<i>Milwaukee, Wis.</i> |
| s | Rouse, Henry McCormick
<i>New Hartford, N. Y.</i> | L | Scott, Roland Boyd, Jr.
<i>Washington, D. C.</i> |
| U | Royall, John Allan
<i>Washington, D. C.</i> | J | Scoville, Anthony Church
<i>McLean, Va.</i> |
| s | Rubin, Richard Mark
<i>Pensacola, Fla.</i> | s | Seal, Richard Alan
<i>Marblehead</i> |
| U | Ruff, Charles Frederick Carson
<i>New York, N. Y.</i> | L | Seymann, Richard Geoffrey
<i>Brooklyn, N. Y.</i> |
| U | Russell, James Benjamin
<i>Asbury Park, N. J.</i> | s | Shaver, Russell Davis, 3d
<i>Garden City, N. Y.</i> |
| J | Russell, Kenneth Joseph
<i>Asbury Park, N. J.</i> | s | Shaw, Terry William
<i>Bedford, Ohio</i> |
| J | Salter, Malcolm Stephan
<i>Swampscott</i> | J | Sherman, Michael Hugh
<i>West Newton</i> |
| s | Sampson, Edward Thomas
<i>Newburgh, N. Y.</i> | s | Sherrill, David Beals
<i>Pittsburgh, Pa.</i> |
| J | Sanborn, Scott Webster
<i>Andover</i> | s | Shinn, Allen Mayhew
<i>Pearl Harbor, T. H.</i> |
| s | Sandler, Lewis Sherman
<i>Teaneck, N. J.</i> | J | Shinn, James Washburn
<i>Pearl Harbor, T. H.</i> |
| s | Santaella, Luis Ramon
<i>San Juan, Puerto Rico</i> | J | Shirley, Richard Sargent
<i>Tuckahoe, N. Y.</i> |
| U | Saunders, Alexander, Jr.
<i>Garrison, N. Y.</i> | L | Shore, Thomas Spencer, Jr.
<i>Cincinnati, Ohio</i> |
| U | Sawyer, Craig Delany
<i>Nassau, Bahamas, B. W. I.</i> | L | Shuman, Alfred James
<i>Chestnut Hill</i> |
| J | Sawyer, John Franklin
<i>North Tarrytown, N. Y.</i> | U | Sigal, Richard Land
<i>West Hartford, Conn.</i> |
| U | Scallan, Joe Bolles
<i>Cincinnati, Ohio</i> | J | Simon, Edwin Elihu
<i>Lawrence, N. Y.</i> |
| s | Schaedel, Robert William
<i>South Orange, N. J.</i> | U | Simon, Ronald
<i>Lawrence, N. Y.</i> |
| | | J | Simpson, Leslie Ernest
<i>Newark, Ohio</i> |

PHILLIPS ACADEMY

- | | |
|---|---|
| U Simpson, William Henry, Jr.
<i>McDonough, Ga.</i> | L Stevens, George Edward
<i>Oyster Bay, N. Y.</i> |
| U Skillings, Roger Deering, Jr.
<i>Bath, Me.</i> | S Stewart, Scott, 3d
<i>Pittsford, N. Y.</i> |
| U Smith, Bruce Donald, 3d
<i>Colorado Springs, Colo.</i> | U Stewart, William Crawford, Jr.
<i>Charleston, W. Va.</i> |
| L Smith, Carleton Terrell
<i>Wrightstown, Pa.</i> | J Stiles, William Farquhar
<i>Swampscott</i> |
| U Smith, Channing Sylvester, Jr.
<i>Worcester</i> | U Stoddard, Brooks Whitney
<i>Williamstown</i> |
| L Smith, Gaylord E.
<i>La Porte, Tex.</i> | U Stoker, Ronald Elmer
<i>Staten Island, N. Y.</i> |
| S Smith, George Bundy
<i>Washington, D. C.</i> | S Storms, Thomas William
<i>Wethersfield, Conn.</i> |
| U Smith, Paul William, Jr.
<i>Andover</i> | L Suitt, Samuel Roy, 3d
<i>Charlotte, N. C.</i> |
| L Smith, Philip Chadwick Foster
<i>Wenham</i> | J Sullivan, Brian Peter
<i>Andover</i> |
| S Smith, Richard Newell
<i>Marblehead</i> | L Sullivan, Thomas Henry
<i>Lebanon, Conn.</i> |
| U Smith, William Leslie
<i>Bloomfield, Conn.</i> | U Sutherland, Alexander Charles
<i>Asuncion, Paraguay</i> |
| U Snyder, Stephen Frederick
<i>Old Westbury, N. Y.</i> | U Sutton, Edmund Hollis
<i>Rockford, Ill.</i> |
| L Snyder, William Arthur
<i>Bethlehem, Pa.</i> | S Swift, Geoffrey Russell
<i>Hingham</i> |
| L Sonnabend, Samuel David
<i>Salem</i> | U Tang, Oscar Liu-chien
<i>Hong Kong, China</i> |
| L Sorensen, Fred Cunningham
<i>Fairfield, Conn.</i> | U Tarlov, Edward Carroll
<i>New York, N. Y.</i> |
| L Sprague, Peter Julian
<i>Williamstown</i> | U Taylor, James Charles
<i>Montrose, N. Y.</i> |
| U Sprigg, Carroll
<i>Dayton, Ohio</i> | S Taylor, William Graves
<i>Tryon, N. C.</i> |
| J Springer, Hugh Brock
<i>Fairmont, West Va.</i> | U Tederstrom, John Patton
<i>Pittsburgh, Pa.</i> |
| L Spurgeon, Edward Dutcher
<i>Newton, N. J.</i> | L Terry, Thomas Milton
<i>Madrid, Spain</i> |
| S Spurr, Robert Lyon
<i>Wellesley Hills</i> | J Thomas, Payne Anthony
<i>Westport, Conn.</i> |
| J Stare, David Scott
<i>Wellesley</i> | U Thomas, Roger Guy
<i>West Orange, N. J.</i> |
| S Steadman, David Wilton
<i>Honolulu, Hawaii</i> | S Thurlby, Thomas Christopher
<i>Ithaca, N. Y.</i> |
| S Steinberg, David Joel
<i>New York, N. Y.</i> | U Timken, William Robert, Jr.
<i>Canton, Ohio</i> |
| L Steinkamp, Roderic Gordon
<i>Greens Farms, Conn.</i> | S Tirana, Bardyl Walling
<i>Washington, D. C.</i> |
| L Sterling, William Wallace
<i>Stanford, Calif.</i> | |

- Tobin, Wallace Emmett, 3d
Vineyard Haven
- s Todd, Conrad H.
South Lincoln
- U Tomlinson, David Charles
Andover
- s Toot, Paul John
Amsterdam, N. Y.
- U Towler, William Johnson, 3d
Columbia, Tenn.
- U Townsend, John Alden
Sherrill, Oneida, N. Y.
- L Tracy, Daniel Crannell
Marblehead
- s Tracy, John Peter
Amsterdam, N. Y.
- L Trane, Reuben Nicholas, 2d
Dalton, Pa.
- J Trickey, Frederick David
East Lansing, Mich.
- L Tripp, Minot Weld, Jr.
Pasadena, Calif.
- U Truog, Stephen Palfrey
Grand Rapids, Mich.
- L Tuttle, Allan Abbot
Nutley, N. J.
- s Upton, John Sprague
South Dartmouth
- U Vaclavik, Milan Andrew
New York, N. Y.
- L Valdejuly, Arturo
Ponce, Puerto Rico
- L Vallender, Charles Francis, 3d
Wellesley Hills
- U van Amerongen, Jan Anthony
Great Neck, N. Y.
- s Vance, Philip
Alexandria, Va.
- U Vander Ven, Tom Robert
Clawson, Mich.
- s Van Raalte, Peter
Lawrence, N. Y.
- L Van Schaack, Henry Cruger, 3rd
Denver, Colo.
- s Veazey, Sidney Edwin
Wilmington, N. C.
- s Vinciguerra, Salvatore Joseph
Methuen
- s Walcutt, Philip Lowell
Douglaston, N. Y.
- L Wallace, Daniel A.
San Francisco, Calif.
- L Wallace, Donald B.
San Francisco, Calif.
- U Walling, Lewis Metcalfe, Jr.
Pound Ridge, N. Y.
- U Ward, Charles Eugene Willoughby
Washington, D. C.
- s Washburn, Edgar Bancroft
Carmel, Calif.
- U Watters, Robert Alexander, Jr.
Andover
- s Weaver, Elbert Kelsey
Andover
- s Weaver, Garrett Lansing Shaw
Riverside, Conn.
- L Webster, Daniel
Milwaukee, Wis.
- s Weisbuch, Jonathan Berman
Great Neck, N. Y.
- L Weisbuch, Thomas Berman
Great Neck, N. Y.
- J Welch, Thomas Dunwoody, Jr.
Marblehead
- J Wells, Peter Hamlin
Mt. Kisco, N. Y.
- U Wells, Peter Rollins
Darien, Conn.
- s West, Michael Davidson
Buck Hill Falls, Pa.
- s Westfall, Lawrence Seymour
Los Angeles, Calif.
- L Wexler, Daniel Patrick
New Bedford
- L Wheeler, Manchester Haynes, Jr.
Manchester, Maine
- L Whiskeman, James Peter
Sparta, N. J.
- J White, Thayer Dun
Hanover
- s Whitehouse, Michael Kraft
Hackettstown, N. J.
- L Whitesides, George McClelland
Anchorage, Ky.
- U Whitmore, Robert Stafford
Bath, N. Y.
- s Whittlesey, Willis Savage, 3d
West Hartford, Conn.

PHILLIPS ACADEMY

- | | | | |
|---|------------------------------------|---|----------------------------------|
| U | Wierzinski, Gregory Hieronim Jacob | s | Woodward, Herbert Page |
| | <i>Sag Harbor, N. Y.</i> | | <i>Reading</i> |
| L | Willard, John Ormsby | U | Wozmak, James Martin |
| | <i>Sewickley, Pa.</i> | | <i>Jaffrey, N. H.</i> |
| L | Willis, Benjamin Grant, Jr. | L | Wright, Gilbert Prescott, Jr. |
| | <i>Falmouth</i> | | <i>Wellesley Hills</i> |
| U | Wilson, William Rosser | | |
| | <i>Mahwah, N. J.</i> | U | Yocum, Frederick Lurcott |
| U | Wingert, Edmund Culbertson | | <i>Larchmont, N. Y.</i> |
| | <i>Scarsdale, N. Y.</i> | J | Yu, Yuan-Lung |
| U | Winslow, John Randolph | | <i>New York, N. Y.</i> |
| | <i>Washington, D. C.</i> | | |
| U | Wolff, Anthony | J | Zecha, Austen Victor Lauw |
| | <i>New York, N. Y.</i> | | <i>Djakarta, Java, Indonesia</i> |
| s | Wolff, Peter | s | Zug, Charles Gordon, 3d |
| | <i>New York, N. Y.</i> | | <i>Sewickley, Pa.</i> |
| J | Woodbury, Mark, 3d | U | Zurn, David Melvin |
| | <i>Hamden, Conn.</i> | | <i>Erie, Pa.</i> |
| s | Woods, Richard Manuel | | |
| | <i>Greenwich, Conn.</i> | | |

ALUMNI ORGANIZATION

Andover alumni (numbering over 12,000) are organized in the Andover Alumni Association which has a 30-man executive body, the Alumni Council. The Council organizes and directs several alumni advisory committees. Additionally, each class elects a Secretary to promote the exchange of news and to organize reunions, and an Agent whose primary effort is for the annual alumni fund. This annual giving program has grown rapidly in the past few years, and last year totalled \$116,000.

Alumni have traditionally proven the strongest single support of the school. Practically every landmark on Andover Hill has been given in part or in full by alumni. And many a less tangible project such as educational or athletic policy has been stimulated by alumni interest and advice.

THE ALUMNI COUNCIL

Term Expires June 1955

Prescott S. Bush, Jr. '40
Rock Ridge
Greenwich, Conn.

James S. Copley, '35
434 Downer Place
Aurora, Ill.

David C. Hale, Lt. Col., USA, '13
60 Fearing Street
Amherst, Mass.

Robert U. Redpath, Jr., '24
527 Fifth Avenue
New York 17, N. Y.

Tolbert N. Richardson, Jr. '27
Atlantic and I Streets
Philadelphia 34, Penna.

Charles H. Sawyer, '24
16 Lincoln Street
New Haven, 10, Conn.

Stephen H. Stackpole, '29
88 Ponus Street
New Canaan, Conn.

Leon H. Young, '20
22 Summit Avenue
Amsterdam, N. Y.

Term Expires June 1956

David A. Dudley, '28
15 Allerton Place
Marblehead, Mass.

George D. Flynn, Jr., '15
31 Canal Street
Providence 3, R. I.

Ray A. Graham, Jr., '33
Greenvale Farm
Glen Head, L. I., N. Y.

Richard C. Knight, '24
112 Water Street
Boston 9, Mass.

John C. Mitchell, '34
2601 South Sheridan Blvd.
Denver 14, Colo.

Frank W. Rounds, Jr., '34
R. F. D.
Rockland, Mass.

Thomas Thacher, '34
Dodgewood Road
New York 71, N. Y.

Wheelock Whitney, Jr., '44
314 Ponte Vedra Blvd.
Ponte Vedra Beach, Fla.

PHILLIPS ACADEMY

Term Expires June 1957

Archie M. Andrews, Jr., '37
21 Benedict Place
Greenwich, Conn.

Joseph C. Fox, '34
52 William Street
New York 5, N. Y.

Richard Jackson, '29
Boston and Maine Railroad
Boston 14, Mass.

DeLaney Kiphuth, '37
Yale University
New Haven, Conn.

A. Murray Preston, '31
17 W. Thornapple Street
Chevy Chase, Md.

William C. Ridgway, Jr., '25
250 Hartshorn Drive
Short Hills, N. J.

Edward A. Robie, '37
54 Sutton Manor
New Rochelle, N. Y.

John R. Stevenson, '38
969 Park Avenue
New York, N. Y.

Ex Officio

Lindsay Bradford, '10
22 William Street
New York 5, N. Y.

Chauncey B. Garver, '04
20 Exchange Place
New York 5, N. Y.

F. Abbot Goodhue, '02
16 Ives Road
Hewlett, L. I., N. Y.

Fletcher E. Nyce, '26
The Central Trust Co.
Cincinnati 1, Ohio

H. Carl Sandberg, '26
67 Hartford Avenue
Wethersfield, Conn.

Frederic A. Stott, '36
Andover, Mass.

ALUMNI REPRESENTATIVES

NEW ENGLAND

MASSACHUSETTS

Nathaniel T. Clark, '30, Dover
Frederick G. Crane, '15, Dalton
David C. Hale, '13, Amherst
Gilbert D. Kittredge, '42, Dalton
Richard C. Knight, '24, Boston
Ernest F. Stockwell, '16, Cambridge
John O. Stubbs, '17, Westwood
Augustus Thorndike, Jr., '37, Dedham
J. Mattocks White, '22, Beverly

CONNECTICUT

Archie M. Andrews, Jr., '37, Greenwich
Donald L. Bartlett, Jr., '32, Waterbury
Frederick L. Comley, '33, Bridgeport
Joseph W. Hotchkiss, '38, Greenwich
William C. Keator, Jr., '24, Fairfield
William Reeves, '25, Bridgeport
Arthur C. Williams, '39, Fairfield

EAST (EXCEPT NEW ENGLAND)

NEW JERSEY

Raymond P. Foote, '19, Englewood
Charles W. Littlefield, '99, Montclair
LeRoy B. Pitkin, '29, Englewood

BUFFALO

E. Barton Chapin, Jr., '36
James O. Moore, Jr., '28
Harold P. Rich, '25

LONG ISLAND

Louis F. Kemp, '25, Great Neck
Frederick J. Leary, Jr., '33, Garden C
Burton J. Lee, Jr., '25, Cold Spring
Harbor
George C. Rose, '18, Mineola

NEW YORK CITY

Bromwell Ault, '18
Peter Capra, '22

PHILLIPS ACADEMY

Broderick Haskell, '18
John M. McGauley, '29

WESTCHESTER COUNTY

Charles W. Carl, '10, Mt. Vernon
Philip M. Drake, '43, New Rochelle
Benjamin A. Hammer, '43, White Plains
Harvey M. Kelsey, Jr., '41, Rye
Charles R. Marshall, '12, Scarsdale
C. Van Ness Wood, '22, Scarsdale

ROCHESTER

John H. Castle, Jr., '34
Samuel P. Connor, Jr., '24
Martin H. Donahoe, Jr., '31
Edward R. Macomber, '37
Sherwood W. Smith, '26
Arthur R. Stebbins, '30

SYRACUSE

Franklin I. Greene, '21
Harold Stone, '98

PITTSBURGH

Maurice D. Cooper, '06
David E. Gile, '40
Robert S. Kimball, '27
Edward O'Neil, II, '27
Charles H. Spencer, Jr., '15

SOUTH

ATLANTA

Frank F. Ford, '32

LOUISVILLE

Samuel S. Caldwell, Jr., '29

NEW ORLEANS

C. Horton Smith, II, '28

CHARLOTTE, N. C.

Howard Snow, '21

MIDWEST

CLEVELAND

Edward T. Bartlett, '25
John W. Dixon, '24
Dan R. Hanna, Jr., '13
James R. Stewart, '27

CHICAGO

William T. Bacon, '02
Gardner Brown, '24
H. Templeton Brown, '19
W. Newton Burdick, Jr., '35
Stephen Y. Hord, '17

DETROIT

J. Burgess Book, III, '30
A. C. Ledyard, '20
Russell H. Lucas, '12
W. Dean Robinson, '17

DULUTH

Burt C. Hubbard, '09
Robert S. Mars, '15
C. Douglas Walker, '18

INDIANAPOLIS

Robert B. Failey, Jr., '34
David Moxley, '42

MILWAUKEE

James G. Goodwillie, '27
Robert A. Uihlein, Jr., '34

MINNESOTA

Springer H. Brooks, '08, St. Paul
John H. MacMillan, Jr., '12, Wayzata
Wheelock Whitney, '13, St. Cloud

ST. LOUIS

George B. Atwood, '22
Wilbur B. Jones, '05
John Shepley, '42
Edward C. Simmons, II, '25
Ira E. Wight, Jr., '20

KANSAS CITY

Louis H. Ehrlich, Jr., '26
Edward Keith, '16
Thomas H. Lawrence, Jr., '31
Richard H. Sears, '20
Bernard L. Thompson, '26
Mason L. Thompson, '18

SOUTHWEST

TUCSON

Keith S. Brown, '31
Trevor A. Cushman, Jr., '34

PHILLIPS ACADEMY

OKLAHOMA

Reginald D. Barnes, '32, Tulsa
John H. Edwards, '22, Oklahoma City
Carl M. Elkan, '35, Bartlesville
Charles F. Hewett, '14, Tulsa

DALLAS

Wirt Davis, 2nd, '37
William F. Neale, Jr., '44
William M. Reed, 2nd, '41
Harold F. Volk, '13

FORT WORTH

Benedict E. Thompson, '13
Beverley V. Thompson, '13
George Thompson, Jr., '09

HOUSTON

Walter Bradley, '24
Ford Hubbard, '20
William A. Kirkland, '15
Robert U. Parish, '43
Lovett C. Peters, '32

ROCKY MOUNTAIN REGION

DENVER

Frederic A. Adams, '08
Richard M. Davis, '29
Floyd K. Haskell, '33
John F. Malo, '40
J. Quigg Newton, '29

COLORADO SPRINGS

Clement M. Brown, '10
Philip P. Stewart, '82

FAR WEST

LOS ANGELES AREA

William T. Adams, '28
Frederick S. Bale, '02
Mancel T. Clark, Jr., '28
Edwin T. Thompson, '24
Willis E. Urick, Jr., '34
Edward S. Washburn, '33

SAN FRANCISCO AREA

Charles E. Christenson, '25
William H. Keesling, '30
Samuel F. B. Morse, '03

OREGON

PORTLAND

H. James Caulkins, '40
Edmund S. Hayes, '14
Roland W. Mersereau, '01
Charles H. Watzek, '06

SEATTLE

Samuel S. Binnian, '36
Hugh P. Brady, '10
Henry A. Colver, '09
Pendleton Miller, '28

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WELLS BINDERY INC.
WALTHAM, MASS.
JAN. 1956

